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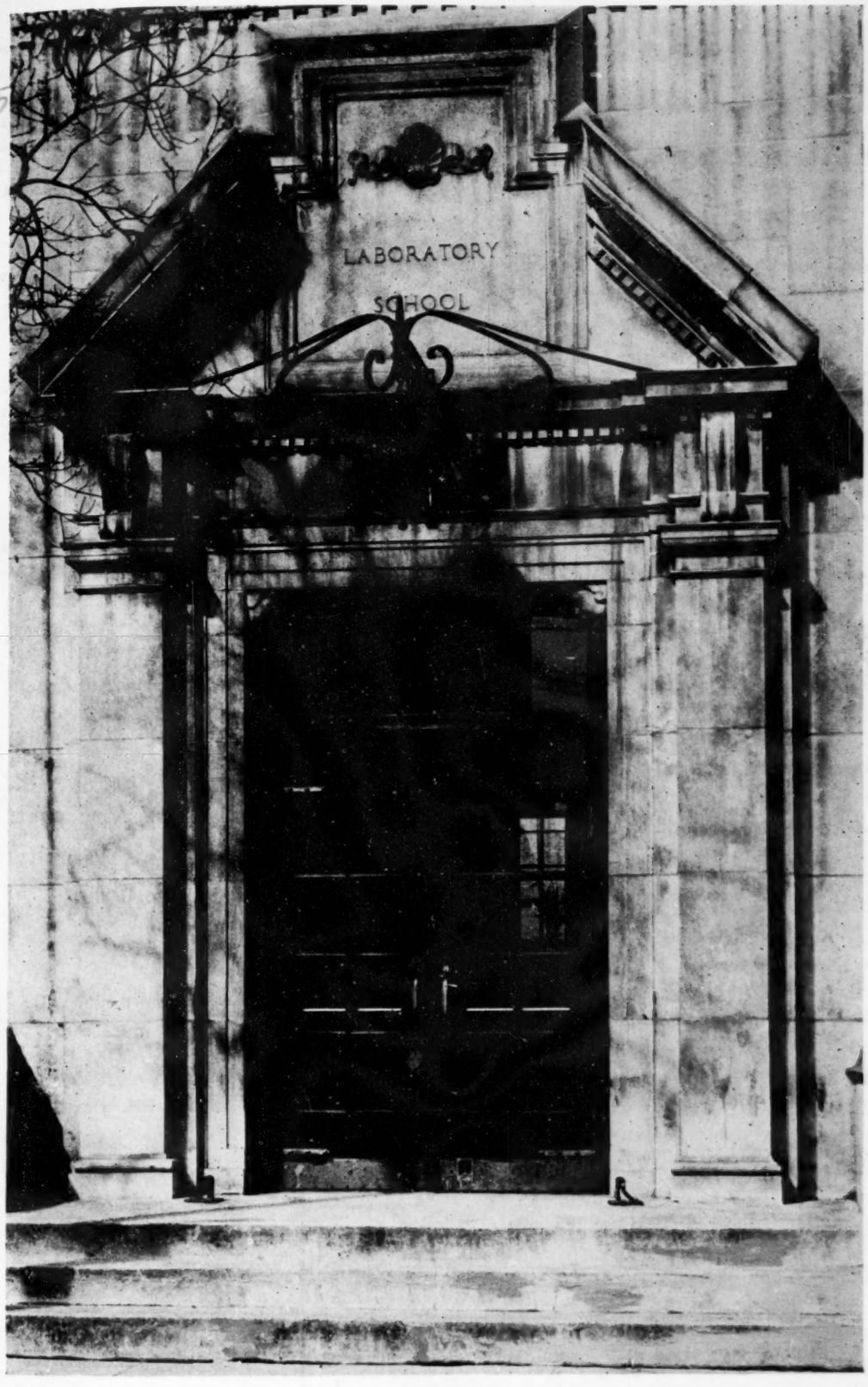

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MARCH COVER

The March, 1955, issue of the Teachers College Journal is devoted to the activities, philosophy, and curriculum of the Laboratory School. The cover picture shows the entrance to the Laboratory School.

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THE TEACHERS COLLEGE JOURNAL

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The Laboratory School . . .

For many years the laboratory school has been an important part of almost every well-known teachers college and university school of education in this country. Numerous colleges and universities have recently constructed new and expensive laboratory school buildings, where professors and college students can observe, evaluate, or try out educational theories, equipment, or teaching materials.

In some institutions the laboratory school is primarily a center for student teaching; in others, a place chiefly for observation of teaching methods or for conducting research. The average laboratory school has some responsibility for all these functions. In any case one of the first requirements of a laboratory school is to give the pupils it enrolls the best possible education, since only by so doing can it meet satisfactorily its other functions.

The laboratory school does not have answers to all the problems which perplex the average public school. It has similar problems of finance, staff, curriculum, instruction, guidance, discipline, and provision for individual needs of students. Such a school does have greater flexibility, however, than the typical public school can have and more opportunity, therefore, for finding solutions to its problems. Staff members are chosen not only for their ability to teach but also for their interest in keeping abreast of the trends in their respective fields. The contacts with student teachers and other observers tend to encourage continuous study and an experimental attitude.

Many formal research studies are conducted in laboratory schools. A large number of less pretentious projects are carried out every year to satisfy the professional curiosity of a professor or laboratory school teacher, or to solve problems faced by the laboratory school staff. Another contribution of the laboratory school is somewhat analogous to what is called in industry the setting up of pilot operations. That is, without the formality of following conventional research procedures, the laboratory school may merely try out certain procedures in teaching or school administration which are thought to be good, in order to show how they can be carried out.

The Laboratory School of Indiana State Teachers College serves all of these functions. It provides facilities for student teaching, observation, and a certain amount of research. Its faculty continuously studies the problem of education from the nursery school to the college. This issue of the **Teachers College Journal** illustrates some of the ways in which the Laboratory School staff attempts to serve its pupils, college students, and the teaching profession.

Byron L. Westfall
Principal of Laboratory School
Indiana State Teachers College
Terre Haute, Indiana

The Citizenship Approach to Conservation Education

Marvin R. Bell
Assistant Professor in Science
Laboratory School, Indiana State Teachers College

Conservation means many things to many people. It means one thing to the speciaist, the soil expert, the forestry specialist, the water and sanitation engineer. It means quite another to the average layman. To the engineer, conservation is a technique, a technical device or practice designed to bring about a physical change in existing conditions that will clear up a stream; that will cause less topsoil to move off the land; to provide a proper environment for wildlife, etc. For the average citizen, conservation is best defined in terms of attitudes, thought habits, human behavior, Conservation education refers then, not only to the technical training but also to the development and use of methods of teaching people about conservation of resources.

1. Professional training

This refers to the direct technical training of soil, water, wildlife, forest, mineral, recreational and scenic experts. These people are trained in the techniques and practices related to their jobs.

2. Teacher training

Elementary and secondary school teachers need not be "specialists" in the various fields of conservation, but rather need to be "generalists" in many fields. Not only do they need some knowledge and skill in the several fields of conservation but they also need to know the techniques of field trips, group dynamics; demonstrations and experiments; they must know how to implement their teaching by using the various community and national resource agencies concerned with conservation. They need to know how to use the specialists. And above all they need to know how to integrate conservation education into whatever course or grade level they are teaching.

Teacher training in conservation education is obtained in several ways, two of which are mentioned below:

a. Pre-service training: classes in the biological subjects, ecology, geology, geography, social studies, and specific classes in conservation of natural resources. Many other college courses can emphasize conservation. It is a natural for industrial arts and home economics.

b. In-service training comes in a number of varieties: Summer school, extension classes, workshops, conferences, etc. Regardless of the type of course offered in conservation education, some time should be spent in the field. Allow the student (the teacher in training) to actually handle and examine the soil; let him see examples of erosion caused by neglect or by water running between the rows on a hill side, let him study the forest; take him to the strip mines and let him understand why coal must be removed by this method; take him down to the river where the sewer empties. Let him tramp thru the woods and see why the forest floor is of such importance, and let him feel the spongy layer of humus and leaf mold with his own hands. Show him hillsides covered with trees and others with little or no covering. Show him reforestation in various stages. If possible, let him see the results of overgrazing, of proper and improper land use. Above all let him engage in producing some of the projects that he will be using in his own classes.

3. Lay Adult

The third level of conservation education is at the lay adult level. The emphasis here, as in elementary and secondary schools, is on proper attitudes and appreciations of our conservation problems. Some of this education will result from the children taking ideas home from school, another reason why Conservation Education is so important in schools—some from radio and television programs; some from newspaper and magazine articles; some from the ranger in the state or national park; and some from a variety of other sources such as local conservation clubs. Conservation education at the lay adult level is too frequently biased in favor of some particular phase, for instance, as it relates to wild life for good hunting. It should lead to understandings and appreciations for all the problems of conservation, rather than those involving a sport, because all conservation problems are so interrelated.

4. Public schools

Conservation on the elementary and secondary levels must be more than textbook courses or units. Field trips, films, and other audio-visual aids, projects and activities in conservation, demonstrations and experiments, must supplement the other classroom experiences. Conservation education at these levels should, by all means, lead to good citizenship. When conservation is taught in public schools, where does one start; what is the approach?

The approaches to conservation education are many and varied, depending upon the interests of the individual and his age group. It is obvious from the start that one cannot say to an elementary class "Now, children, today we are going to study conservation". Such an approach is certainly direct enough, but there are times when the direct approach may be the least desirable. The child probably doesn't know what conservation is and because it is a rather long word he may be afraid of it. So we must use an indirect aproach that will be both satisfying to him and lead him to an understanding of conservation, an appreciation of it's problems and proper attitudes toward the "Balance of Life" concept or some other conservation concept.

Before we name some of the indirect approaches to conservation, let us consider what there is about conservation that may be interesting to the pupil so we can establish some points of con-

tact that can be used to lead him into these appreciations. As the child's horizon broadens, he comes into more and more contact with nature and aside from a few "taught" fears of "snakes and bugs" there are no subjects more interesting to him than those found in nature. He is curious about everything that grows especially if it moves. Here then is a splendid opportunity to capitalize on the child's interest. The **nature study** approach to conservation is certainly not new, and there are those who would divorce nature study from conservation. This is no attempt to argue the case and we are in no way trying to say that nature study and conservation are one and the same thing. But, we are saying emphatically that we should use the child's interest in nature as a point of departure for teaching appreciations, attitudes, and concepts of conservation.

Another approach to the study of conservation is the activity approach. Certainly activity would be a part of the nature study approach. The child's insatiable desire for activity can be turned toward conservation education because there is no object in school that leads itself to activities more readily than conservation education. Conservation education is an ideal activity subject. It lends itself to many different kinds of activities, regardless of grade level, individual activity, group action, or community action.

School activity should never be just busy work. It should by all means be a practice in good citizenship. The appeal to the child's natural interest in nature is perhaps adequate for the younger child, and activity, good, fruitful activity, will undoubtedly be the outcome of such an interest. As the child grows older, the activity may result in broader meanings for him having citizenship implications. The net results of the activity should then be an actual citizenship experience.

What types of experiences will lead, then, to good citizenship? What are the criteria of activities that result in education for citizenship? We don't have to formulate these criteria for ourselves because they have already been developed by a group of top-flight educators. They have been tried and tested in thousands of classrooms and many situations involving many thousands of students.

These criteria were not developed for conservation education alone but for any subject where good citizenship is the aim. If these criteria, numbering six, are all used then our conservation education project becomes a citizenship education project and we accomplish two major jobs—conservation education is taught, citizenship is learned. This is as it should be.

The Citizenship Education Project* was set up and developed by Columbia University in 1949 and 1950, with educators from all over the country taking part. They call any project or practice in which all the criteria are used a **Laboratory Practice**. A Laboratory Practice, which is described in some detail below, should not replace other learning techniques. Instead it should become a part of a unit of work, a course of study, or a school program only when such an approach seems best. This usually occurs when a particular skill is to be learned. Good citizenship demands that an individual have a mastery of citizenship skills. A Laboratory Practice identifies these skills and gives the student an opportunity to use them in ways that are meaningful.

CEP describes a Laboratory Practice as follows:

A Laboratory Practice is characterized by six criteria. **All six criteria must be present in a teaching-learning situation if it is to qualify as a Laboratory Practice.** If any one of these criteria is not being met, it does not mean that the educational experience is poor but only that the Laboratory practice approach is not being used.

The criteria are not necessarily separate or distinct. They may overlap when applied to a teaching-learning situation that is, one activity could meet the conditions called for by more than one of the criteria.

———

*Teachers College, Columbia University, Citizenship Education Project. New York 27, New York.

The criteria of a Laboratory Practice, in the order in which they will be discussed, are:

1. A Laboratory Practice is **real.**
2. A Laboratory Practice has **focus.**
3. A Laboratory Practice has **purpose.**
4. A Laboratory Practice has **democratic value.**
5. A Laboratory Practice involves students getting information firsthand.
6. A Laboratory Practice involves students **taking action** in at least one of the following ways:
   - **a. Informing others** on an unbiased basis.
   - **b. Influencing others** with a definite purpose in mind.
   - **c. Serving the community.**
   - **d.** Participating as responsible citizens (in ways other than a, b, and c above.)

1. A LABORATORY PRACTICE IS REAL

It must deal with the regular and normal processes and functions that actually exist in the community or school. The students must realize as they do the Practice, that they are taking part in the actual policy-making process of the community or school.

The Laboratory for student action is the school, local community, state, nation or world scene. The Practice is the students' firsthand experience in some phase of American citizenship.

In every community—in school and out—real situations abound in which the Laboratory Practice approach to citizenship learnings can be used. For example: a Practice may be concerned with student government, with student elections, or with student participation in curriculum planning. Still others may deal with primary or general elections, hazardous traffic conditions, inflation, or some aspects of the conservation of natural resources. A discussion by students of what they would do were they adult citizens does not constitute a Practice, for it is not real to the students. Students are participating citizens as they do a Practice—they do what they can do. This is what makes it real.

2. A LABORATORY PRACTICE HAS FOCUS

A practice is that part of a unit of work or course of study which emphasizes or focuses upon the action aspect for students. Without this focus a Practice loses one of its characteristics and is likely to change into another teaching technique. Focus is that something—an activity, a goal, a process—which students concentrate on accomplishing. It is the heart of the Practice.

For instance: in a Biology class studying a unit on the problems of reforestation, the students discover a slope near the school that is too steep to hold grass. They talk the situation over with the owner, and, with his help (in furnishing young trees) they plant young trees on the slope. The planting of the trees and planning steps to be taken are examples of focus. These are specific jobs that must be done.

Focus can become fuzzy or hazy unless the scope of the Practice is limited. It is important to limit the content to be covered, the size of the job to be tackled, the agencies to be dealt with, and the time to be spent. The Practice must be within their own capability level, they must have sufficient time, and the topic or problem must be one for which sufficient information is available. Finally, a Practice must have a definite termination point when the students can evaluate their learning and begin something new.

3. A LABORATORY PRACTICE HAS PURPOSE

A Laboratory Practice is designed to teach citizenship. It serves its purpose if it teaches any of the following aspects of citizenship:

(a) the knowledge, attitudes, and skills necessary for a good citizen to know and use

(b) the processes of individual and group participation in public affairs

(c) the structure and function of our institutions which relate to the common welfare

That students deal only with problems is not essential to a Practice. What is important is that they learn the processes and functions of community life that relate to the formulations of public policy and action.

4. A LABORATORY PRACTICE HAS DEMOCRATIC VALUES

A necessary part of any Practice must be the conscious and direct effort on the part of students to understand our premises of liberty. As a result of having done a Laboratory Practice the students should have a firm grasp of some of the core values of American democracy. Unrelated action—that is, action which is not connected with these democratic values—falls short of a Laboratory Practice.

Therefore, a necessary part of any Practice is that students evaluate their experiences in terms of good democratic values.

5. A LABORATORY PRACTICE INVOLVES STUDENTS IN GETTING INFORMATION FIRSTHAND

Good education always includes getting and evaluating information on any problem selected for study. Generally, students tend to confine their search for information largely to books, pamphlets, periodicals, newspapers, and other kinds of general reading material. Their classroom discussions permit sharing of the important facts so accumulated and serve, to some degree, as a method for evaluating facts and sources.

In the Laboratory Practice approach the students continue with many of these same activities. If anything, they dig more deeply into the sources of information for the facts pertaining to the situation they have selected for their Practice. In addition, they get information firsthand—by contacting people, visiting places, making surveys, and examining records. Students seek information which has not been colored by the bias of an interpreter, information which is not hearsay. Going directly to primary sources for a specific kind of information or for information not otherwise available is one of the fundamental differences between the traditional approach and the Laboratory Practice approach to learning.

Some Methods of Getting Information

(a) Contacting people—personal interviews with people in the community, telephone conversations, letters, lectures.

(b) Visiting places—homes, agencies, factories, stores, business establishments, churches, hospitals, amusement centers, and other parts of the community, state, or nation.

(c) Surveys—taking a poll, taking a census, interviewing selected persons, observing and tabulating physical features of a community or neighborhood, examining records.

(d) Experiments—in the classroom, in the school, and in the community.

(e) Reading—textbooks, library references, newspapers, magazines, and phamplets.

(f) Observing and listening—films and filmstrips, television and radio.

6. A LABORATORY PRACTICE INVOLVES STUDENTS IN TAKING ACTION

An important feature of a Practice is that students must take action beyond the level of gathering information. This differentiates the Laboratory Practice approach from a field trip or survey.

The many ways in which students can take action in the area of citizenship may be classified as follows:

(a) Informing others on an unbiased basis.

(b) Influencing others with a definite purpose in mind.

(c) Serving the community

(d) Participating as responsible citizens (in ways other than a, b, and c above).

Any Laboratory Practice will include some student activity in at least one of these four areas. Some Practices will, of course, include activities in more than one of these areas.

These then are the criteria of a Laboratory Practice as developed and used by CEP in Social Studies, Economics, Civics, Sciences, English and other classes.

It doesn't take much imagination to see that this is a good approach to the conservation education problem. But perhaps an example should be given by way of illustration.

MANAGING AND REPLANTING SECTIONS OF A PUBLIC FOREST

Students work with members of the

Forest Service or other forest conservationists to develop a project in which students manage and replant sections of a public forest in their locality.

This Practice is designed to help students contribute to the conservation and proper care of natural resources.

Learning about forest management and replanting: Working with the local representative of the U.S. Forest Service or other qualified conservationists, students find out what needs to be done to protect and conserve a local, state, or federal park or forest in their areas. They send to government agencies for pamphlets on forestry, care of trees, and related subjects. They arrange to receive training from experts in forestry methods and in tree replanting.

Managing and replanting the public forests: In conference with forestry officials, the class develops a project to manage and replant sections of a nearby public forest. Working under the supervision of experts, class members may clean up forests—thus helping prevent forest fires—and plant new trees to prevent wind and water erosion. The students can also work with agencies in planting trees and building small dams to check the rapid water run-off that robs the soil and causes flooded streams.

If this project or practice seems ambitious, few school yards are without spots that need attention. The CEP approach need not be limited to soil conservation, because all phases of conservation can be approached from this angle. Conservation dealing with Forestry, Water, Stream Polution and watershed, wildlife, mineral, scenic and recreational aspects of conservation all lend themselves to citizenship training.

Planning the Elementary Art Curriculum

Ruby Claire Ball
Instructor in Art
Laboratory School, Indiana State Teachers College

Art is an inviting subject. Rightly or otherwise, we have come to associate it with all that is creative in teaching. Actually, Arithmetic at its best, or English at its most stimulating, must be considered just as creative. But art has about it an aura, a flavor of that which goes beyond the limits of ordinary school activities. It deals with color, movement, pattern, with an abstract sort of order. It elicits a child's quick responsiveness. It plumbs human experience. The teacher who can translate these intangibles into the everyday language of her pupils is indeed happily occupied.

Because it cuts across all areas of experience, art needs to be coordinated with other subjects, not in such a way that it loses its own character, but in such a manner that all subjects and all activities are enriched by it. There is rather general agreement that art does not lend itself to isolation; that when it occupies its own period at its own scheduled time, it loses some of its most positive values; that when it is handled exclusively by the "special" teacher, it defeats its major objectives. For creativity is as personal to the pupil as breathing and thus is an integral part of his school life.

An effective elementary art program requires the combined efforts of classroom teacher, art teacher or consultant, and administrative staff. Certain aspects of leadership are inherent in each of these three areas, even though in each case the limits may be relatively undefined.

All of the foregoing places quite a responsibility upon the person who teaches art, whether classroom teacher or special teacher, whether of experienced, beginning, or preparatory status.

The special teacher of art needs to be three people in one. Not only must he become proficient in his own field, but he must be able to combine his resources with each classroom teacher with whom he works. The combination will be different in each case. He will need to adapt the objectives of his profession to the administrative framework of the school in which he works. He will need to retain, at all times, his

Student teacher supervises composition exercises with cut paper.

long-range objectives, even while respecting the leadership of a classroom teacher with regard to her own pupils. In short, he needs the talents of artist, teacher, and resource person, and the three may be quite distinct from each other.

The classroom teacher on the other hand, will be faced with a different kind of challenge. As coordinator of all school activities, she will need to be something of a paragon. If she has the assistance of special teachers or resource people in the arts, it is she who can provide ways to utilize their best talents. It is she who can strengthen their teaching beyond the limits of their time in her classroom. If, on the other hand, she teaches her own art, she will find fresh challenge to her own richest—and perhaps most latent—resources. Classroom teachers are notoriously insecure in the arts. But, willingly or otherwise, she will have a greater influence upon the creative development of her pupils than any special teacher ever can. For art education, in general, has accepted as its major objectives, those areas of growth which are inherently the concern of the classroom teacher. Facts, drawing skills, even the sense of design are secondary, important to such degree as they contribute to the total development of the child.

How can the prospective teacher of art chart a course so simple and so direct that, in whatever situation he may find himself, he will know where he is going, and why?

A great many things are so commonly assumed that they need hardly be mentioned. Quality and extent of training, self-assessment, budget, materials on hand or procurable, previous art programs in the school—all of these are practical matters and must be considered. But the planning of an art program requires constant re-thinking, constant adjustment to specific situations. It is only when an art teacher has crystallized his philosophy into a general pattern, that he is prepared to use it in a flexible manner, appropriate to any situation.

The outline proposed here has evolved from conferences of student teachers and a critic teacher in the Laboratory School. It is recommended, not as an absolute pattern, rather it has been designed as a "thinking-through" process, which may bring some order to bear upon a subject which defies rigid planning; and to serve as a sort of philosophical check list against which to measure daily lesson plans.

Free Play. This is especially important for primary children who need an abundance of materials and encouragement, but relatively little instruction. Older children will sometimes find it a welcome relief from pressure. In the latter case, the classroom teacher is likely to be especially aware of such needs.

Composing. In a sense, each art activity needs to become an exercise in composing. The teacher needs to know which situations will lead a child to sensitively balance one color against another; to see each line, each form, in its relationship to others around it. Evaluation of classwork may be done in terms of principles of art. Here it should be remembered that principles are general, permitting almost endless variations within their limits.

Self-Expression. The child who tells his own story is expressing himself. The child who selects his own colors is expressing, and developing, his personal taste. This does not imply that the creative child must always "do as he pleases." Children may be taught to accept an assignment, and to respond to it creatively, provided the assignment has been such as to invite variation.

Evaluation. This implies understanding on the part of the teacher as to how and when to evaluate, and by what standards. When class discussion precedes a lesson, it may result in making the child's work strained or self-conscious. When it follows a lesson, or comes at an appropriate time near the end, it may help to develop in children a growing consciousness of design, an alertness to originality, pride in their own work, and respect for that of others.

Integration. Art is not a separate activity, and it resists being treated as such. It may be used to the enrichment of all other subjects if it is allowed to retain its creative character.

Principles of Art. This is the basic content of an art course, and may be expressed equally well in the language of the philosopher, the aesthete, or the first-grader. As remarked before, principles are general, and conducive to freedom. They are not to be confused with rules, which are specific and tend to bring about conformity, dullness. Colors, for instance, may be balanced against each other in infinite ways, but they must **be** balanced, or a chaotic design results. The major principles of art may be found, stated with only slight variations, in many good text and reference books. They should be a part of the mental equipment of any teacher, regardless of field or grade level.

Appreciation. Many music educators feel that a child should hear good music, beyond that which is taught, or that which may be heard within a class period. By the same token, children should see good pictures. They should be aware of texture, contrast, proportion; of pleasing form, whether it be found in a bridge, a kitchen bowl, or a wasp's nest (uninhabited). In short, they need a teacher's help in cultivating a response to beauty, whether in nature or art; whether found in a sunset or in some small and unexpected way.

This need not be frightening to the teacher who is inexperienced in art. It is a matter of record that some of the best recognized art teaching is done by classroom teachers with little or no training in the field. But—and this would appear to be almost universal—good art teaching is not done by those who are un-alert, who are not creative, who are less than eager to understand the simple but fascinating essentials of art theory; nor by those who are unresponsive to the needs, rights, and self-expressive patterns of others, of whatever age or status.

Art is indeed an inviting subject.

The Laboratory School and Science Education

Galen W. Bull
Assistant Professor of Science
Laboratory School, Indiana State Teachers College

Science education is an important factor in our technological society. Nearly every phase of modern living is touched in some way by science. This leads to the question of the responsibilities of the laboratory school with regard to science education.

This responsibility is not one of singular nature but is rather threefold in its cause for existence. The laboratory school is responsible to the pupils in different classes of science, to the student trying to unravel the mysteries of becoming a science teacher, and is also responsible for continued research and experimentation to produce the most effective method of science teaching.

The responsibility of every school to the pupil should be the adjustment of the individual to the changing needs of our complex evolving society. This thought places the emphasis where it belongs—upon the individual pupil without losing his relationship to others. The social aspect of science education cannot be forgotten. Men of science have always enjoyed freedom in exchanging ideas and discoveries. This free exchange of information has resulted in our world of today. Much critical thought and reflective thinking can be done by pupils when presented with stimulating challenges reflecting national affairs as affected by science. A short review of scientific achievements within the past one hundred years would reveal much of interest. This would then imply one of the several objectives of science education to be the acquisition of information. This objective should remain the primary aim of science education. There is no denying that greater understanding can be gained from a greater knowledge of facts. However, when this objective becomes the dominant, almost exclusive objective, as in the past, the time is then ripe for a needed readjustment.

A second objective of science teaching is the development of methods of critical or scientific thinking. It is only through the thought process involving the acquired store of factual knowledge that a true understanding of acquired information is gained by the pupils.

A third objective would be the application of principles from a store of factual knowledge and a good background of critical thinking. The pupil should be able to more than recall information; he should be able to make generalizations and applications to new situations.

The fourth objective is the formation of attitudes. With the three objectives mentioned, a school should assist the pupil in the formation of attitudes that will assure him of being a better member of society. His behavior and pattern of conduct should be such that he is a desirable element of his social heritage.

These objectives are broad in scope and generalized in nature. They represent certain responsibilities of a laboratory school to the pupils. These responsibilities are inherent in every school but especially so in the laboratory school. It is there where many science teachers received the first training for their chosen profession. Here is where they should become aware of the mentioned objectives.

Since many college students encounter student teaching in the laboratory school, it behooves the school to present to them the best examples of teaching. This is a responsibility of the entire school staff. Cooperation and coordination is essential for any smoothly operating organization but especially so in a laboratory school.

It is here that the student teacher should relate practice with the different theories and techniques he may have learned. The school should ascertain that he has had opportunities to become aware of the psychological significance of classroom practices and to know the conditions under which learning goes on economically and effectively.

Here the prospective teacher learns classroom organization and management. He learns how to plan his lessons, allot his time effectively, and devise a method of accomplishing all the other requirements for successful teaching. The responsibility for giving student teachers the opportunities mentioned rests with the laboratory school and the college sponsoring it.

The final responsibility of the laboratory school is that of research and experimentation. This important aspect of education cannot be neglected. It is by constant research and experimentation

Sixth grade class presents original skit as a culminating activity. **(See page 82)**

that new and better methods of teaching are evolved and inefficient techniques proved costly in time and effort to both pupil and teacher are rooted out. The give and take between different schools of learning is important to every teacher. It is the school's responsibility through its staff to have this information accessible to all deserving to use it.

Every laboratory school has as a responsibility its service to education. It is that school's responsibility, since it is evaluated by services rendered, to make sure that it is using the fullest limit of its resources in its attempt to provide such service.

The Role in Helping Practice Teachers in Their Analysis and Teaching Of the Child From the Holistic Approach

Nadine Campsey
Assistant Professor of Education,
Laboratory School, Indiana State Teachers College

Jean C. Lane
Art Supervisor
Laboratory School, Indiana State Teachers College

As Laboratory School supervisors we attempt to recognize the child as a living, growing organism which follows certain laws of growth that are conditioned by nature and nurture. The all-around development of children implies a growing being, going through several growth processes at the same time but remaining a whole person. Involved in this total growth pattern is the interacting of various areas in a child's development affecting, at times, his total growth.

The modern curriculum planning in our schools of today evolves around understanding the child as well as the society in which he lives. It is in reality a holistic approach which is a unified, integrated approach, a recognition that the child is more than the sum of his parts.

We consider it the role of the supervising teachers to aid the student teachers in the analysis of the child from the holistic approach and to provide them with opportunities to use this new-found knowledge in their general planning and teaching experiences. It is, of course, impossible to do this in its entirety, but a wealth of experience of this type is available to the student teachers in the Laboratory School. In addition to the room facilities, they have access to additional resources, such as clinic facilities, special supervisors, opportunity rooms, professional materials, professional libraries, and audio-visual materials.

For the purposes of description we will, however, limit ourselves to the consideration of the elementary child's development from the standpoint of his physical, mental, emotional, social, aesthetic, and creative growth. It must be borne in mind that these are not entities, that they are mutually dependent factors and that they do not constitute the whole picture. However, an analysis of the children with whom the student teachers work will do much to prepare the students to approach their future teaching with intelligence and constructive knowledge so they will be able to understand and work with their own students, aided by past practice, from a holistic point of view.

Physical Growth

Physical health is fundamental to a well-adjusted personality. Among others, there is a close relationship between physical well-being and emotional stability, to be even more specific, between well-being and reading.

One Laboratory School student teacher was made particularly aware of this problem when she realized that an undernourished child responded to free milk and small lunches. When he became physically stronger, there was marked improvement in his entire language arts program. In addition, the student teacher worked with the physical education supervisor and was made aware of the part of a planned activity program plays in the development of a good school day.

Mental Growth

A prominent feature of mental development in the elementary child is the expansion of the child's intellectual horizons. During this period from six to twelve, the child makes rapid progress in dealing with concrete ideas. This is the period when the child begins to develop skill in the use of the fundamental tools of learning, such as reading, writing, and the manipulatioin of numbers. His mental growth is also reflected in his creative work by the child's growing awareness of himself and his environment. The student teachers work with the children in all of these areas. First, they work with the individual child, then move to a small group, and eventually work with the entire group. The practice in the development of skills is a very important part of the student teacher's training. In addition, student teachers are expected to help provide enriched intellectual experiences, according to the child's growth, that will help him work to his potential. Through these contacts and observations, the student teachers should become aware of the variance of children's mental abilities and the methods of promoting growth.

The student teachers may, as the need arises, construct a felt board, print charts, select reading materials, and develop additional seat work. All these and many other projects give them varied experience in the development of skills necessary to provide for mental growth.

Emotional Growth

Emotions play an important part in

the growth of the individual. They may aid or hinder development of other areas of growth. Emotions are a strong factor in the making of friends and enemies, prejudices, beliefs, and complexes. They may, and often do, influence the life of the child.

For the most part, emotional behavior is a learned behavior, although the learning often takes place without a conscious awareness on the part of the learner. Education often has directed so much of its energy to the development of the intellect that it has failed to ask itself what reaction the child is making to the thing being learned and to the environment of which the school is a part. The child has certain fundamental emotional needs, which he attempts to meet in different ways as he matures and acquires more techniques. In working with the individual child we find in his behavior he is trying to put himself across; to achieve security; to be somebody; to be loved and accepted; and to have a feeling of contributing and success. He wants to have a feeling of belonging, a sense of being wanted. As supervisors we attempt to give every consideration to these needs. The practice teachers find that many cases of emotional maladjustments could be prevented if we help the child maintain a balance between his need for a feeling of security and his need for self-direction. As the student teachers work, they will see a student lose some of his old behavior patterns as he is guided to better ways of expressing himself. They will plan with their supervising teacher, and at times with other members of the faculty or parents, to solve problems that may arise so that a positive unified action can be taken.

Social Growth

The social needs of the child are closely allied with his emotional needs. He first needs personal acceptance of himself and a feeling of personal adequacy. He then needs the feeling of belonging—belonging in the sense of being needed by others—belonging to the group life of which he is a part. In the school, the child learns to have satisfying social relations with others. He learns to be a member of a group, to contribute, to initiate, to lead, to follow, to take his full share of responsibility. The supervising teacher should provide the student teachers with a background of experiences in promoting good social growth. They must be aware of the opportunities for social growth in the art experiences, language arts, physical education, music, social studies, science, playground experiences, and the like. With experience in directing group planning and group participation, the student teachers will be better prepared to provide for planned experiences in their own school situations.

Aesthetic Growth

Aesthetic education is the "education of those senses upon which consciousness and ultimately the intelligence and judgment of the human individual are based."[1] Aesthetic growth is part of any organization of media. Read also says, "The proper organization of work we call poetry or prose, the harmonious organization of space we call architecture, of tones, music, of lines, shapes, and colors, painting, of body movements, dance, and so on. This organization does not start on any arbitrary line. It may start anywhere: in life, in play, in art. That is why the whole personality is affected by aesthetic principles."[2] In the creative work of children aesthetic growth shows itself by an increasing sensitivity of the total integration of all experiences concerning thinking, feeling, and perceiving. The part the student teacher takes in developing a colorful, uncluttered, and functional school room provides aesthetic growth for the student teacher as well as the child. The student teacher also gains in aesthetic development and teaching experience in chart printing, and directing and observing art, music, language arts, and all the other room and social activities.

Creative Growth

Creative growth mainly consists of the power to use freely and independently the aforementioned components of growth for an integrated effort. Creative expression requires freedom in the medium of expression, and skill enough to carry out the desired idea on a level satisfactory to the individual. Frequently to the layman, the creative expressions of the child in the elementary grades appear crude, unimaginative, and lacking in educational value or beauty.

Creative activity in elementary art class.

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[1]Herbert Read, **Education Through Art** (London: Faber and Faber, 1943), pp. 274-275.

[2]**Ibid.**, p. 275.

To combat this, for example in art, emphasis is placed on perspective, color theory, or planned adult projects. When this is done, the work ceases to be creative and becomes simply another skill for children to have at their command with no real basic growth reason for its use. However, in those expressions in which the creative efforts of the individual is given primary emphasis, such as dramatics, color and form, composition, and at times music and physical education, we may gain understanding of the fundamental personality that is not gained in any other way. The student teachers are, of course, expected to have a background in the natural growth and development of the child in all areas so that during their practice teaching experience they may intelligently provide and guide the child in the many types of creative expression. Some of the more obvious experiences for the student teacher are actually taking full responsibility for a mural or clay experience, directing a play, aiding in the creating of a story, or helping children create their own song or dance.

As supervisors, we hope by the time student teachers have completed their work that they will realize that the fundamental task of all phases of their work is that of guidance and development of the whole child. Before they can use these techniques and materials described in this article, the student teachers must desire to understand children, to accept them and respect them. To really be sucessful the student teacher's own philosophy must be in accord with the principles of development for which they are working.

Continuous Progress or Extended Association?

Marjorie Causey
Assistant Professor of Elementary Education
Laboratory School, Indiana State Teachers College

Numbers of schools have experimented with having one teacher remain with a group of children for two or three years. Fewer failures have resulted at the end of the first year under this practice and the teacher has had a better opportunity to become acquainted with the children's characteristics, backgrounds, physical conditions, and needs under this plan. Primary Units are much more widely accepted and practiced than a similar plan at the intermediate level. Thus, the child who goes through the experience of continuous progress to grade three is met with grade standard requirements at grade four.

This report is concerned with an intermediate group which has followed the plan of moving along with the same teacher through grades four, five and six. The composition of the group is very much the same as when they were accepted at grade four. Members have moved out, been replaced by new ones, and five have withdrawn from school but have re-entered in the sixth grade.

Procedure for establishing this plan was based upon the desire of the teacher and principal to carry on such a practice for use in studying its effects upon a group.

A parent study group was established early and had active participation by slightly over half the mothers represented. Meetings were held monthly for the purpose of helping parents to understand the procedures followed in the teaching process and to talk over any problems related to reporting or other topics conducive to school-home understanding. When parents were unable to visit the school, home visits were made and student teachers were encouraged to participate in home visitation.

Devices used to establish understanding of the characteristics and backgrounds of these children were:

1. Permanent record cards
2. Health record cards
3. Information sheet
   a. General Information
4. Journals
5. Folders
   a. Records from first enrollment at Laboratory School
   b. Test records (profiles)
   c. Letters from parents
   d. Notes made by teachers at end of year (personal)
   e. Curriculum notes by teachers
   f. Samples of work
6. Class Analysis

A philosophy of MAXIMUM INDIVIDUAL STANDARDS for each child has been followed throughout the three year period. The children have helped to plan, select and carry out their work experiences and have grown to feel that nothing is really finished until it has been evaluated. Through this practice there is evidence that they feel a genuine respect for each other, themselves and for a job well done.

Democracy is a way of living together and working cooperatively and it cannot be learned by rote. It must be practiced with help and guidance. It was through solving disagreements and problems of learning and industry that a Citizenship Club grew with this class. It's purpose was not to eliminate problems, but to solve them effectively. Through the period being discussed, this club has grown from a sort of "discussion court" to an organization with a constitution and with the conscience of a group which says in effect that punishment is of little or no value unless it helps the person. The group feels responsible for one of its members' failure to carry out his duties.

Behavior has been noted to improve with the practice of democratic procedures in the classroom situation.

It is the goal of the Citizenship Club this year to work out clear understanding of certain behavior characteristics. Those selected are the following:

1. Cooperation
2. Friendliness
3. Integrity
4. Leadership
5. Critical thinking

These characteristics are taken from the California Behavior Preference Test and each child has in his possession the profile of his test results. Individual

counselling is done where the need is indicated. An attitude of sincerity appears to be general as related to raising certain ratings. Since the same procedures have been followed consistently in the matter of solving behavior problems there is little reluctance to voice opinions about them and to get good discussion of situations. They have attacked this task with enthusiasm and confidence.

Areas which were selected for particular attention throughout this project are:

1. Basic skills
   - **a.** arithmetic
   - **b.** reading
   - **c.** spelling
   - **d.** socialization
2. Behavior
   - **a.** group
   - **b.** individual
   - **c.** schoolwise
3. Achievement
   - **a.** Social studies knowledge
   - **b.** arithmetic understanding
   - **c.** vocabulary fluency - general and specific areas
   - **d.** reading effectiveness
   - **e.** enthusiasm for learning
   - **f.** democratic living

In all of the areas indicated, there has been satisfying growth and there has developed with them the keen desire to succeed as is demonstrated in the enthusiastic response which is now characteristic of the growth. Response here means the willingness to learn and share whatever is determined to be good for the group or for individuals. Recently in a grouping project (Sociometric in nature) four persons selected weak members of the class as their responsibility to help.

It is felt by the writer that this experiment has been most enjoyable, profitable and, more important, is defensible.

Certain significant results are; (1) no member of this class has experienced failure, (2) satisfactory academic progress has been attained by each child, and (3) there is a spirit of adventure in the classroom.

In summary, this practice has promise of becoming a factor in helping solve the "failure-promotion" problem and allows a teacher time and latitude for studying and understanding children. A developmental program can be planned with deliberation and practiced within an atmosphere of mutual respect based upon a more realistic relationship between children and their teacher.

A Classroom Activity

Olga A. Combs
Instructor in Elementary Education
Laboratory School, Indiana State Teachers College

At the beginning of the fall term, September, 1953, several children entered Room 107 as fourth year pupils. Some knew each other, some knew the teacher, and still others knew neither. As is the practice in the Laboratory School we also had a new person who was to spend twelve weeks working with us as a student teacher. This girl was a native of Kalaheo, Kauai, Hawaii.

In a few days each person in the room had introduced himself and those who were new in our school told something about their former school or home. When our student teacher told us her home was in Hawaii, the pupils were "all eyes". "Tell us more about your home," and several other questions were asked.

What a golden opportunity for teaching a purposeful unit of work about people in another part of the world. The children made a list of questions which they hoped could be answered. We saw the film **People of Hawaii.**

Various committees were formed as the activity progressed. These included map making, a diary, food, clothing, shelter, recreation, work, music, language, exibits, invitations, thank-you letters, and holidays.

The children wrote an invitation to three Hawaiian girls who were enrolled in our college and invited them to please come and dance for us. The girls accepted our invitation to dance for us, so a thank-you letter needed to be written.

This unit of work progressed for a period of four weeks. We planned an interesting culminating activity and invited several groups of children in our school to be our guests. Through written and oral reports we shared the information which we had learned about Hawaii.

Our exhibit included a real lei in which three hundred orchids had been used and real ti leaves. These had been flown to us from Hawaii. Other articles from Hawaii were shell jewelry, pins made from coconut shells, koaseed jewelry, a canoe carved from native wood, raffia skirts, Tapa cloth made from bark, musical instruments, and an Hawaiian newspaper.

As a result of this purposeful unit of work, we were able to show how the following developmental skills were included: reading, organization of materials, oral and written expression, and the values learned through cooperative planning.

I wish to say in conclusion that the period of time in which this activity was developed was one of the most satisfying experiences I have had in "all the years of my teaching."

The Language and Arithmetical Requisites of Clear Thinking

Agnes Dodds
Assistant Professor of Elementary Education
Laboratory School, Indiana State Teachers College

As alert individuals we react in one way or another to any and all situations, conditions, and environments. The form of recognition may be expressed by rejecting, ignoring, resisting, contemplating, considering, appreciating, welcoming, enjoying, or responding in some other fashion to the source which drew forth the reaction. The expressed responses are the results of instinct, previous experience, and the thought process.

One of the major purposes of education is to develop the thought process to the point where the ejected reactions are beneficial to mankind and contribute toward worthwhile living. Our language has evolved along with our civilization as an aid in the process of thinking. Although man did not always have a highly developed language in which to frame his thoughts, few—who have talked their way into adulthood—can even select a subject to consider without thinking in terms of language.

As civilizations emerge, it is inevitable that language should change and become more highly developed. Our own language is undergoing such a change. The advent of science and technology brought with it an imperative need for our language to include a whole new body of knowledge which had earlier been considered apart from the general field of language arts. It is becoming increasingly difficult to read as much as ten sentences without encountering a word which has quantitative connotatiions. The day may be fast approaching in which those who make such remarks as "I never could understand figures." "If it's statistical, I'll skip it", and "I always did hate arithmetic", can no longer consider themselves truly literate.

In order to read meaningfully, the terms read must be understood. Therefore, if our culture is to keep pace with the technological advances of its time, a clear understanding of mathematical concepts is going to have to be incorporated into the language arts. The concepts of existence, non-existence, comparatives, and superlatives—which are included in the language arts—are all quantitative in nature. The next inclusion in the language arts area might be all or most of the concepts currently classified as arithmetic.

Hazy thinking in regard to time, space, quality, and quantity has become as inadequate as the small child's understanding of the term "dog" when it refers to the only animal that he has ever seen and this animal was seen only once and then through a heavy window. The term "dog" becomes more meaningful as the child has other experiences with dogs and with other animals. He learns that dogs have some characteristics that are similar to those of some other animals and other characteristics that are different, that all dogs have certain common characteristics, and that there are specific combinations of characteristics for each dog. After he has acquired these understandings, it is disgustingly inadequate merely to mention that a friend has a dog. The child who has broad associations for the general term "dog" immediately wants to know more about this particular dog including what kind, how large, how tall, how long, what color, how friendly, how helpful, how valuable, and, also, its breed, its sex, its name, its age, and its needs, and he wants especially to play with it, to become its friend, and to learn still more about it. As the child learns about the term "dog", he relates his learning to all of his other experiences and extends his meaning of the term accordingly. Number meanings are extended in the same fashion.

Though some adults are satisfied to know that it was a cold winter day, others who think more precisely consider it important to know that it was the coldest most disagreeable December day on record in the small Indiana town's history, that the sunrise temperature of 13 below did not rise to zero during the entire day, and that the wind blew constantly over the ice-coated, snow-covered surfaces with a velocity which was consistently far above normal. Those people who do not understand figures, skip statistics, and hate arithmetic prefer vague, meaningless, expressions which prevent clear thinking and are uninterested in the precise, specific, exactness that is of necessity coming into our language.

Children can be prepared for this approaching change in their language through guidance in developing an understanding of "how many" and in developing an understanding recognition of the fact that groups may be alike or different in terms of their "how many**ness**". As there is need for readiness for most things in life, so there is in this area. The child needs a multitude of contacts with different groups of things, which can be looked at, felt, handled, and moved about, in order that he can learn to understand their numerical nature. These experiences are the necessary prerequisites for his being able to form his own thoughts into words or to listen intelligently to others. After a vast amount of such experimentation he can be guided in acquiring an accurate vocabulary to express the ideas he has discovered for himself. Upon acquiring the ability to express his discoveries, the child still needs groups of objects and real situations with which to work. These aids help him to become more familiar with his earlier discoveries, and to refine and extend his learnings. Just as the term "dog" takes on new meaning with additional experience, the quantitative concepts, too, encompass entirely new attributes on the basis of further development. The child, who has had enough experience with objects to dis-

cern the peculiar characteristics of the various groups, develops a genuine, discovered respects for the differences between what can be done with a group of seven things and what can be done with a group of eight things. He also sees a group of objects not only in terms of its component parts but also in relation to other quantities both larger and smaller. Such understanding leads to proficiency in devising ways to discover the answers to his own problems. Abstract figures without objects are dangerous until the child has developed this respect for groups.

The characteristics of each group are unique according to the size of the group. This concept is fundamental to all meaningful work with figures. When children are truly free to study groups of things in interesting situations, the concepts concerning the four fundamental processes evolve naturally into their thinking as integral parts of the characteristics of the group of things with which they are working at the moment. But, as the child who is surrounded with intelligent, speaking people learns to talk earlier and more purposeful, so the child who receives regular well-planned arithmetic instruction has more rewarding number experiences.

The child who has developed respect for groups as such can think of abstract numbers in terms of the groups that **he knows** they represent. He is ready to accept the fact that it is more convenient to be consistent in our division of groups according to accepted base units of tens and ones, and later, larger units following his work with hundreds. He appreciates the number system as a consistent body of knowledge which yields itself to his continued study for more extensive and more inclusive understanding of the quantitative aspects of his environment.

For children who have the privilege of experimenting with groups of things, the number system is extremely fascinating in and on itself. Youngsters are often entranced with the realization that there is no largest number, and that any number named no matter how large can always be increased by adding another number to it, doubling it, squaring it, or performing a number of other computations. Likewise, they are fascinating to realize that any quantity could be divided in half forever—if we were able to do it— and there would still be some of it left. Those youngsters who truly appreciate the number system as such are inspired by its never ending continuity and its inherent and precise perfection.

Perhaps it is fortunate for the race that our civilization has developed to the point where an understanding of number is essential for comprehension of the constantly changing aspects of our environment. With this impelling force, perhaps in time more people will receive more meaningful exposures to learning this exact and efficient vocabulary as an aid in doing more objective and more accurate thinking. Perhaps the cultural necessity to include arithmetic in our language patterns will eventually break into the vicious circles where people who did not understand arithmetic taught others in such a way that they **could** not understand it; yet some of these went on to indoctrinate others with their own inadequate knowledge.

If the language arts area does incorporate the field of arithmetic into its sphere, it will have made a valuable addition. A tool will have been added for making thinking more clear, accurate, and precise. However, the added tool will be so perfect and inclusive that its proper use and appreciation will require systematic and well-planned instruction.

Integration Is Integral

Edmond A. Ford
Assistant Professor of English and Social Studies
Laboratory School, Indiana State Teachers College

The vital process of educating our children is in a tremendous period of transition. Many facets of the educational process undergoing actual or projected change have become "big news" —have been headlined in black print challenging at times even the space allotted to schoolboy basketball—but these are exceptions. Money and buildings and the lack of same can be felt most keenly and immediately. Remedies can be proposed, at least, in objective and dramatic fashion, and most citizens will be aroused. But what about the very **raison d' etre** of every school building in this broad land if ours? What about the classroom instruction of our children?

Better instruction for all children and the obstacles impeding the improvement of this instruction have scarcely been accorded more than lip-service with the obvious exception of the "3-R's War" at the elementary level of instruction, which has generated far more heat than light. However, the attempt to conquer obstacles must have limited objectives, and the junior high school with its built-in and unique problems confronting the teacher who wishes to improve instruction is our immediate concern.

In September, 1953, two-hour courses integrating English and social studies were included in the curriculum of The Laboratory School for all students at the seventh grade level. These courses grew out of the planning of the Junior High Curriculum Committee. The author was added to the faculty to teach these new courses and, of course, to supervise the training of student teachers in this area. At the beginning of the current school year a modified form of homogeneous grouping was set up at the Junior high school level, which includes the seventh and eighth grades only.

At the midway point in the second year of this somewhat experimental

program there have been more questions raised than answers provided in seeking to prove conclusively that such a plan of integrated subject matter improves our classroom instruction. However, the author spent six years immediately prior to his present position teaching junior high school classes within the traditional arrangement of separate courses for subject matter. Other criteria can and should be applied, but on a pragmatic basis integration can be judged a successful means for improving instruction. In fact, integration to varying degrees and operating under various names can become the integral feature of the new emerging junior high school curriculum in this truly transitional period.

Integration is not, of course, a new idea or plan. It is simply enjoying a renaissance as a compromise plan between the philosophical extremists among our educational planners **i.e.** the Traditionalists **vs.** the Reconstructionists. Indeed, this whole area has become a maze of confusing terminology —the eternal problem of semantics.

The term, integration, however, need not be obscured. Two or more subject matter areas are simply incorporated into one course. The length of the class period will usually be equal to that of the combined periods of the previous courses, and the new course will be under the direction of one teacher. Such a plan rests solidly on many nation-wide experiments from which we can guide our thinking.

Visitors to our classrooms frequently ask about our core curriculum when referring to our integrated courses. The distinction should be made quite clea for several reasons in addition to the primary one that "core" has become an educational term provoking exaggerated emotional responses from both proponents and opponents. Core is a curriculum, while integration is a course within a curriculum, which may or may not have characteristics in common with the former. For an excellent review of a core curriculum program in its truest form, "Ten Years with the Core Curriculum" in the January and February issues of **Social Education** for the current year would be recommended reading.

To analyze our own integrated courses in great detail would require more time and space than can be properly given to it in one article. Certain features, however, stand out as being applicable to other junior high schools where such a plan might be under consideration:

1. The abrupt change for many pupils from the elementary program to the departmentalized junior high school is considerably modified.

2. Having one teacher for two or more related subject matter areas is definitely advantageous for the early adolescent.

3. The isolation of one subject from another and lack of meaningful relationships in our traditional systems are problems which can be met and lessened.

4: The minority of educators has become the majority in believing that the compartmentalized curriculum is in conflict with certain modern concepts of education.

In spite of such advantages, so overwhelmingly apparent to many of us, the barriers of resistence to some form of integration in the instructional program not only remain but are being strengthened in some localities. Two reasons seem paramount; either presents peculiar challenge to solution:

1. Qualified teachers for integrated courses are not available in sufficient number, and too few teachers in training have an opportunity to become qualified if they should so choose. Changes in teacher-certification and teacher-training must be made.

2. Experienced teachers in subject matter fields must become convinced that integrated programs of instruction are not organized for the purpose of "contaminating" their respective subject matter areas. Such esoteric exuberance is a professional luxury we can no longer afford to enjoy in the junior high.

So much has been written on the various crises in education past and present that it is difficult to avoid the tried and tired words. That we want more effective and appropriate instruction for all children—the gifted, the dull, the potential drop-outs, the numberless normal—is self-evident. That we will get it without drastic change is not. The alternatives are before us. A choice must be made.

The plan of combining courses in certain areas—call it integration, fusion, correlation or common learnings—has demonstrated growth. In fact, it has grown up. Certainly, it could only go forward from the period a few years ago when "core" programs were being superimposed upon traditional curricula and staffs by administrators determined to be "progressive" in spite of themselves. The author was visiting such a school at that time as an evaluator of its program. Upon entering one room where an integrated course was scheduled there came the question by the venerable pedagogue in charge, "Do you want me to teach English or history today? I can do both, y'know!"

An Experiment in Developing Tape Recordings For Use in Teacher Education

Alice Funfar
Instructor of Elementary Education
Laboratory School, Indiana State Teachers College

This is a report on some first steps toward developing tape recordings for use in teacher education and in the evaluation of some aspects of teaching. This preliminary work is being done in a second grade classroom, and is being limited in its initial stages to work in the development of reading skills and oral expression, with special attention to the effective use of critical evaluation by children of their own and one another's performance. Reading is a happy choice because of the universal recognition of its prime importance. Critical evaluation provides a ready means

for bringing the children into the project in groups. The tapes will record the skills used and the progress made as groups of children work cooperatively to improve their reading skills. The tapes will be edited and commented upon so as to make them useful in teacher education.

It is relatively easy to teach verbalizations to student teachers. The professor gives definitions and the good students master them. He gives outlines and the students memorize most of the main points. He describes procedures and the students recite pale versions of the same procedure. The real difficulty arises when the students must deal independently and creatively with the materials that have been learned. In teacher education, this generally occurs at the point where young teachers attempt to put into practice in the classroom the principles and procedures that were learned in the education courses. Experience shows that there is great need for techniques to assist in bringing practical meaning to many concepts that all too frequently remain theoretical and unreal. Tape recordings, properly used, may prove to be such a technique. This possibilty is being given some preliminary exploration in the experiment described below.

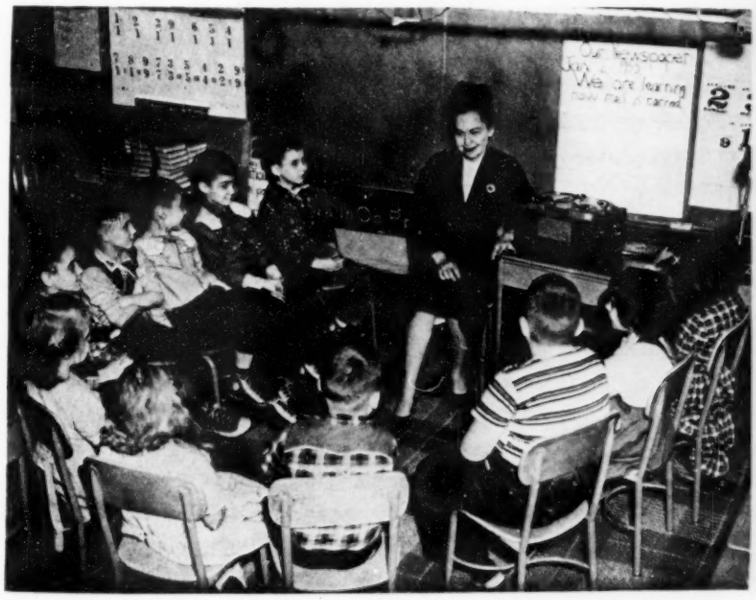
Every Technique that has possibilities for the more effective education of teachers needs careful exploration. These techniques may be of use in teacher education institutions or they may be of value in service after teachers have secured employment. Experienced teachers who are successful with modern educational techniques and supervisors and consultants who try to help teachers on the job have difficulty in putting into words their descriptions of excellent teaching. They frequetnly bemoan the difficulties that stand in the way when they try to translate perfectly good educational theory into terms of changing and improving what actually goes on in the classroom. It very well may be that recordings of actual classroom situations will prove a most important technique in bridging the gap between descriptions of good teaching and the actual living, on-going, vital classroom. At this point, it is somewhat difficult to tell what form these recordings will finally take. However, a number of considerations lend encouragement to the idea that an effective tool can be developed. Experience also suggests certain tentative patterns of approach for early exploration.

It is not difficult, today, to obtain fairly good measures of the academic status and progress of a group of children in intelligence and in basic knowledge and skill. Less reliable, but still highly useful are the same measures applied to individual pupils. But there is almost a total lack of techniques by which to measure development in such group skills as communication, planning together, sharing materials, or assuming responsibilities for the group. It is possible that tape recordings taken from time to time under somewhat controlled conditions may be useful in such evaluations. It is possible that criteria can be developed so that teachers may see for themselves the amount of change or progress that has taken place in some of these group behaviors.

Effective teaching is always dependent upon effective evaluation, and evaluation is precise and effective when based upon good measurement. Teachers tend to place most emphasis upon classroom practices and outcomes that can be measured objectively. Objective mea-

Second grade pupil making tape recording for self evaluation →

Play-back of tape recording for group evaluation.



sures for many years were confined to basic facts, knowledges, and skills. New methods are now being developed in the elementary schools. These methods are designed to achieve goals that were previously ignored or left to chance. At the same time these newer methods are meant to maintain and to improve on the mastery of facts and skills. It is important that various means be devised to measure and evaluate the use of the new developmental approaches to children's learning. It is important to measure the developing social skills and competences, the ability of children to communicate, to plan, and to solve problems while working together on group problems or on one child's individual problems.

The development of such measures will serve two groups of teachers. First, it will give a sense of direction to teachers who have blithely adopted some of the new methods without any real understanding that there must be planning if schools are to achieve outcomes that are difficult enough to challenge all youngsters. Second, it will reassure teachers. They will be better able to justify, on the basis of objective evidence, the new procedures now being adopted in the elementary schools. In other words, new procedures are being planned to develop in children many social skills, many group competencies, many hitherto intangible outcomes. There is pretty good evidence to show that the use of these new procedures does not reduce (in fact often increases) the degree of mastery of basic knowledge and skill in reading, mathematics, in geography, science, etc. New techniques capable of showing the success of the new procedures in achieveing the primary job they were set up to achieve would round out the evaluative picture. It would also provide a basis for the progressive improvement of the new procedures.

Thus a first consideration in this proposal might be said to concern the necessity for efficiency. There should be efficiency in **learning to teach** and there should be efficiency in the **evaluation of outcomes.** With regard to learning to teach, there can be no substitute for an extended period of guided student teaching and classroom observation. However, there are good reasons to try to shorten the periods of time necessary to gain the multitudes of insights needed by teachers. Prospective teachers do not have sufficient time in the laboratory schools. For example, a supervising teacher or a cooperating teacher might spend three days (or more) building the background of one crucial idea for a child or a group of children. However, this whole development might conceivably be telescoped into a twenty minute recording for purposes of teacher education. The tremendous number of skills and insights needed by teachers today, together with the necessity to open up new vistas for personal and professional progress makes it desirable to continue to search for every possible efficiency. With regard to evaluating some of the hitherto intangible outcomes, an appropriate set of recordings of a group in action—communicating, dealing with a problem, developing competences in a social situation—might provide a most valuable basis for comparison. The development of groups could be compared at the beginning and at the end of a year, or a semester, or even at the beginning and end of a project or activity.

A second consideration in this study concerns the **necessity for perspective.** A written summary of a classroom incident or discussion by its very nature is out of perspective at once. The inflections in words, the enthusiasm, the encouragement, and sometimes the crucial timing of remarks is largely lost in written descriptions. Two remarks at once, a supplementary word or phrase thrown in by a helpful friend, the kind of laughter,—the significance of all of this is brought out in the recording. The sheer bulk of the words necessary to duplicate in prose the materials that may be presented on a recording is very great.

Improved teacher education and a new type of evaluation are the broad ultimate goals. More immediate goals and procedures must be set forth. The immediate practical situation involves second grade reading skills and oral expression with particular reference to the effective use of critical evaluation in their mastery.

Critical evaluation by the children and by the teacher of individual and group process will throw light on three of the areas that must be considered if the effectiveness of elementary education is to be assessed. First, it will bring to attention the progress being made by the class in the basic skills of reading and oral expression. Second, it will result in evaluation by the class of progress in ego-social development. This is a phrase that is meant here to include individual growth and learning, growth in social competence including all the subtle graduations such as skill in being an individual while maintaining active group membership. It is meant to include what is frequently called maturation, but it includes as well the setting up of dynamic situations in which interactions bring out new viewpoints and sharpen the skills and the abilities to make maximum use of the whole intellectual-sensory apparatus. Third, it will serve to indicate the presence or absence of effective teaching techniques, such as the technique of keeping children socially secure in the learning situation. Effective teaching also develops learning purposes that are real to the child, clear, and possible of some achievement, and it uses the basic knowledge and skills (the three R's, the academics, etc.) as the fact-and-skill framework about which the child's whole ego-social development.

The experimental approach being undertaken at this point does not involve control groups and calibrated or quantitative measurements. Rather, the approach will be to develop a reservoir or resource of exciting and stimulating data in which common elements can be identified and from which continuums or developmental sequences may be extracted. After the data are assembled, common elements of all kinds will be sought for, particularly elements that seem effective and capable of being taught to prospective teachers. Whether broad or specific, common elements will be sought that indicate (1) progress in the basic skills, (2) progress in the use

of effective teaching techniques, (3) progress in ego-social development. Check lists will be constructed to use in searching for common elements in the various recordings.

In developing the resources or reservoir of data, initial recordings have been and are being made as early as possible in the school year. These recordings will be repeated periodically, probably at the midyear and the end of the year.

There will be recordings showing the children's skills in reading, in oral expression, and in the critical evaluation of the materials read and discussed. Some of the recordings will be of situations involving one child and the teacher. Others will involve groups of children. There will be cases at the extremes of the range of individual differences—the talented or gifted and the remedial and otherwise atypical. There will be cases representing the norms.

Out of this reservoir of data, materials can be selected and edited to serve many puproses. It might be possible and profitable, for example, to highlight certain points along the way as a group develops the various abilities involved in oral reading, in making constructive suggestions for the improved performance of one's peers or in the ability to translate the printed word into the idiom of childhood. There might be tapes showing continuums in various types of ego-social development. Perhaps tapes can be developed to give prospective teachers the "auditory feel" of groups as they work together in groups in a wide variety of ways. Tapes may be made up of selected actual situations. They will not be open to the objection that they are fictional "dreamed up" versions, and they can be catalogued and arranged so that specific illustrations can be referred to when needed.

It is impossible to judge the success or significance of any experimentation until after it has been completed—sometimes long after. It is impossible to estimate at present how far the experiment will extend. The immediate steps are clearer than the things that may follow later. This is typical of the new "action research" which adjusts itself to developing situations and that frequently concerns itself with the problem of doing as well as possible the things that are going to be done anyway. In this spirit, a start has been made.

1945–1955

Margaret Gillum
Associate Professor of English
Laboratory School, Indiana State Teachers College

The classroom was quiet as my student teacher and I busied ourselves about our individual tasks. Suddenly, out of the silence E. E. spoke musingly, half to himself, as he paused, one thumb on the tack that was holding some material on the bulletin board.

"If anyone had told me a year ago today that I'd be doing this today, I'd have said he was nuts", he remarked.

E. E. was the first of a long procession of veterans who were to return to my classroom from far-away places. Scenting a story, I asked what he had been doing on that day, and the reply came laconically, "Getting ready for the landing on Okinawa." Suddenly Room 323 in the Laboratory School stretched to the South Pacific as we looked at each other silently across the distance of such different experiences.

E. E. was a quiet student, industrious and cooperative always. Sometimes I wondered what was passing through his mind as we worked through all the routine of the day's teaching. How trivial must have seemed some of the tasks! Now and then I felt guilty and was reminded of Petit the Poet and his "Tick, tick, tick, what little iambics, while Homer and Whitman roared in the pines." However, I tried to help him understand the meaning of working on secondary level and of building for the future through each day's class.

Often he looked very tired, for, like many other returned veterans, he had a little family to support, and, beyond the hours of student teaching, was working on the remodeling of a house for them; but he never neglected his job of student teaching and never asked for special consideration.

Life was a struggle for him, I knew; so I was only sorry and not surprised to have him tell me toward the close of the term that he had decided to accept an opportunity in business, where he could make more money. We could not compete with what he would earn, though I regretted losing a potential fine influence on the secondary level.

A year later he appeared in my room and slipped into the other chair at my table, all smiles as he announced that he was coming back to teaching.

In the words quoted by another returned veteran who had spent hours overseas thinking about how to better this sad old world, E . E. had apparently found that "man does not live by bread alone"; and was coming back to the service that he had recognized as satisfying, that of working with teenagers. One of his administrative officers in these past three years of his actual teaching said once that, whenever he felt blue and discouraged, he stood outside E. E.'s door to listen and felt re freshed in spirt.

M. B. was planning to teach a unit of work on the Far East. Knowing that his war service had been in China, I suggested that he might make the lessons more vital if he drew from his own experience and added that he might have brought home some things that would interest his senior students. As he was arranging his materials later, I noticed a post card of the hotel Yamato at Mukden. When I asked, wonderingly, whether he had been there, he seemed surprised that I should know the place. Then, hesitantly he said, "Do you remember that, after the Japanese surrender, two planes flew in to bring back General Wainwright from captivity?—I wasn't in the first plane, but I was in the second one that brought back

other high officials from Japanese prison camps. And, he added with quiet pride, "I served General Wainwright his first breakfast after his release."—Little by little I learned more as we discussed the talk he was planning for my seniors and other visiting classes.

M. B., a thoroughly capable student with ideals of what he wanted to accomplish, accepted a teaching position on the secondary level, where I hope, in spite of my urging that he begin graduate work soon in order to improve himself, he has remained. High school students need men like him with their experiences, their broader understanding of what life means, and their interest in the potentialities of youth. What has happened to his ideals in the mill of secondary education?

Late one afternoon while I was standing at my door chatting with one of the college faculty, my student teacher passed us on his way along the corridor. After greeting him, my co-worker commented, "Mr. P is in one of my classes. He's an awful sissy, isn't he?" Pallid he was. Nervous he was. Irritable he might be under provocation, I realized, but I explained that he was still suffering from his war experiences. "Was he ever in service?", my friend, himself a veteran, asked in surprise.

D. P. had been radar man and first-aid man on a B-29. Based in India he had flown the Hump to China each weekend for weekly bombing of Japan. Twice the plane had gone down, once in the jungle, where the crew had been brought out to safety after thirty days by the tom-tom method. The second time, when it had landed in the Indian Ocean, waves were too high for rescuing planes to reach the men, and they were picked up finally by a British man-of-war. The third accident occurred over Manchukuo, where his plane had been attacked by Japanese fighter planes. In the excitement of the encounter, he did not realize that he had been wounded until he discovered his hand was blood-covered as it touched his leg. With no one to help him, he had administered a blood transfusion to himself. Then after weeks in one South Pacific hospital after another, he had been returned to an army hospital in this country. When sufficiently improved in health, he had been sent by the Red Cross centers in the Middle West to tell his story in the interest of the blood plasma campaign.

As I repeated his story, I remembered the roomful of children in 205, some seated comfortably, some standing, some sitting on the window sills, all listening intently to his straight forward account of what had been their war.

A sissy? It was hardly a characterization of him. I wondered, too, why a teachers-college professor whom I greatly respected and admired, should not have learned the background of one of his own students just as he advocated the importance of familiarity with the background of children on the lower levels of the educational system. Was it a slip on his part? Or are sound educational principles not valid on all levels?

D. P. had come to us from a small high school and had interrupted his schooling for military service. Though somewhat deficient at times in his understanding of literature, he was never deficient in preparation, in eagerness to develop, and in his friendly willingness to work with children. I shall always remember the carefully planned program for Book Week, worked out with his help by student committees. Better than that, the children themselves will always remember it, for it had lasting value.

D. P. himself worked with student teachers after leaving this school and is happily remaining at the critical level of junior high school in his teaching.

Though every student teacher whom I supervised discussed at some time and in his own fashion his reasons for his choice of vocation, to G. B. I owe my clearest and most poignant understanding of what brought many veterans back to schools to prepare for the profession of teaching. As I opened a source book in social studies that I had ordered for its correlative value in English, I invited him to look it over with me. Suddenly I noticed that his gaze was riveted on an unfamiliar name in the table of contents.

"Do you know him?" I inquired.

"Yes", was the reply. "He was the chaplain on Iwo Jima. Then, to my "Were you there?" he asked, "Have you seen the picture of the raising of the flag on Iwo Jima?—I was at the foot of Suribachi when that flag was raised." (Occasionally I felt that my college students had fought the war alone, so scattered were they, so varied were their experiences, and so ever present they were at crucial moments.)

Through the source book we arrived at a discussion of the meaning and importance of education and of G. B.'s reason for planning his future for the field of teaching. He wanted his life to count for something. Then he continued hesitantly, "It's hard to explain; but I saw so many of my friends die that, somehow, I felt that with my life I must do what I could to make up for what they would never do." What better reason could one have for teaching?

The E. E.'s, the M. B.'s, and D. P.'s, and the G. B.'s! I could name many more as I look back over the past decade of teaching. Nor was my experience unique. It was repeated in classrooms all over the country. It is almost exactly ten years since, contrary to all expectations, the wave of veterans poured into our colleges and universities following the close of World War II, and revitalized for faculties and fellow students alike the purpose and the spirit of our education.

What have we, in turn, done for them to help them keep their faith? What have we given them? Have we held them as a nucleus to combat the serious teacher shortage on the elementary levels? Have we helped them keep their enthusiasm that they may instill in others a sense of the importance of the training of youth in a democracy? Whether in the classrooms as teachers or associated with the public school system as parents, do they still recognize that, as they often said, education is the only hope of the world and they want to have a part in it? Have they and the generation that has followed them found satisfaction and reward in their profession?

In these days, when both lay people

and those on the upper levels of the profession are extremely vocal on the subject of the alarming increase in teacher shortage on the critical level of primary, elementary, junior-high and senior-high schools; when they talk constantly of the frightening increase of juvenile delinquency and its threat, what are the reactions of the teachers on those levels? What conditions do they face on the firing line?

Caught in the problems, they are seldom the spokesmen because there is little time left in their days to write or to speak, nor would the public listen to them except through the mouths of others.

First in the minds of most writers is the question of remuneration, a vital one. Though teaching, particularly on the lower levels, belongs among the service professions, where one believes that "man does not live by bread alone", it is equally true that man **does** live by bread. A recent editorial in the New York Times, under the title, "Let Teachers Go to Washing Cars", quotes the salaries of New York City's public school teachers in comparison with those of garage mechanics. A recent television program featured interviews with teachers (as mechanics) working for hours beyond their teaching day to increase their income. There is the teacher of economics who supplements his income by running the concessions for athletic events. There is the teacher who has turned to truck driving. The periodicals are full of examples.

Said one man, "I can no longer afford the luxury of teaching." Said another excellent worker on elementary and secondary level, as he pondered his future, "My work means a great deal to me. My family means still more. I don't know what to do."

Granted that salaries are far better than those of a few years ago, there are still the incommensurate increases in living costs, the demand for maintaining a certain standard of living not so much expected in other vocations, the expenditures for summer school attendance to add small increments to the annual income.

But with real teachers on the so-called lower level, poor salaries alone would not drive them into other occupations. What are some of the added disadvantages? Whereas much money is spent on buildings and equipment on the upper levels, many of our public school people are working in antiquated buildings, with overcrowded classrooms, and inadequate equipment. Trained in modern methods of teaching, beginning teachers are appalled in many cases by the meager libraries, the absence of reference materials, the poorly equipped laboratories.

Worse, still, is the size of the classes in many school systems. Though parents find one or two little personalities difficult to deal with, the average primary teacher often has forty or more at the most critical stage of school life, where habits are formed and where children begin their mastery of fundamentals, so necessary to further progress. Small wonder that, in the process, reading and speech problems develop that require the work of highly trained technicians to solve. One speculates that the primary teacher longs occasionally to lie down with her charges during their rest periods, but there are always jobs to be done—reports, records, parent conferences—the list is endless.

Teaching is an art, never better exemplified than on the primary level; yet there are those who deplore the single-salary schedule of an increasing number of school systems and who even say flippantly that the hard earned salary is a high price to pay for baby-sitting.

There are also those, in these days of teacher shortage, who advocate reducing the amount of training for teachers on the elementary level, thereby undoing the long and difficult struggle of educators during the past few decades. Apparently such individuals belong in the class with the benevolent professor who remarked kindly, "One doesn't really need to know much to teach children. All one needs to know is how to teach."

What, too, of the situation on the secondary level? Recently a former student exclaimed ruefully, "I am teaching seven classes a day, all different. Can't something be done?" And what of one of our late graduates, teaching in an ultra-modern school, who has, in addition to his regular class load, the responsibility of public relations for the school, as well as sponsorship of the printed newspaper and the yearbook?

Adapted as he is by personality to the secondary level, interested in his students, enthusiastic about his work, and spending his vacations in further study, one wonders, nevertheless, how long it will be before a letter arrives announcing that he is seeking more leisurely fields of activity.

Caught in a maze, not only of routine school work but also of meetings, committee work, harassing discipline problems, student inertia, reports, and clubs and other "extra" activities (**all extra**), what time is there for preparation? for paper grading? for individual help? for conferences? for participation in community activities? and for the self-enrichment that pays amply in the classroom? For many teachers there is not even time to keep abreast of professional materials in their own field. Some administrators, while preaching in-service growth, apparently regard the college diplomas as the end of educational preparation. Possibly there are others besides the one who said soothingly to a weary teacher, "You could keep on teaching all your life and never read another book, and you'd still be a good teacher." Who wants that kind of teacher? Who wants to **be** that kind?

One man, lost to public-school education, gave as his reason for leaving the secondary field that it had seemed a dead end because of lack of recognition of its true importance on the part of parents and administrators. Too often school has been interrupted in the past years by student strikes, by unwise parent interference, by indifference to real problems, by lack of parental training and resentment toward school regulations and discipline. One has great respect for the judge who, in rendering a decision, made it clear that in his area teachers have the same disciplinary

authority over children at school that the parents have at home. Would that there were more judges like him!

Finally, there was the teacher who said apologetically, in explaining his desertation of public-school systems, "Perhaps it is petty, but petty things add up to big things. When I attended meetings, the big boys from the state teachers colleges and the universities did all the talking, and often what they said was the same old thing. I felt that I was only a secondary teacher who knew more of the actual situation, but that my contribution wouldn't be considered important."

Unfortunately, there exists often within the teaching profession itself a class system that tends to undermine its value on all levels. We all believe that "a teacher affects eternity; he can never tell where his influence stops." Nevertheless, instead of having respect and sympathy for mutual problems in various types of our work, the university and the liberal arts college frequently look down upon their own departments of education and upon the teachers college; the teachers college looks down upon the secondary school; the secondary school looks down upon the elementary school; the elementary school looks down upon the primary level; and the primary teacher, since she has no level to look down upon, looks up at the dazzling splendor of which she is a part and is grateful to be the "littlest angel" in the shining galaxy.

Often the lower levels are victimized by theorists who, unlike scientists, do not have adequate foundation for promotion of their theories before imposing them upon the public schools. As one adds years to one's teaching experiences, one learns to watch the cycles change. An intersting example is the return of phonics to the curriculum, where the absence of such instruction injured a generation of children. One hesitates in youth to question the wisdom of those at the top of the profession. As one approaches the sunset of one's teaching years, one grows more courageous.

Granted that some individuals are not equipped by personality, by patience, by endurance, and by an interest and faith in and an understanding of children to teach on the primary, the elementary, and the secondary level, still, no one should be penalized for selecting the field he most enjoys; and no stigma should be attached to work on the most vital level in training youth to assume its responsibility in building a better society. This critical level needs the best.

What, then, holds the public-school teacher to his job in the face of inadequate compensation, uncomfortable working conditions, an overload program, and discouraging attacks by parent, by lay writers, and by a surprising number of members of his own profession?

The answer is simple enough. It is youth itself, from the little ones with "children's faces looking up, holding wonder like a cup," on through the difficult and boisterous age of adjustment in elementary and junior-high school, to the eve of approaching maturity, where senior-high-school students frankly discuss their philosophy of life and speculate on the world they live in or tell hesitantly of their dreams and aspirations. Comparatively few college teachers enjoy the close personal relationship with their students that exists between instructors on the lower level and their charges.

It is the personal element that holds many teachers to the levels and that, sympathetically presented, would attract great numbers of young people to it. "If we define education as the physical, mental, and emotional development of the individual," said one man, "this is the place to watch it taking place. These are the years of greatest change. There is personal satisfaction in watching children grow from small beginnings." That there is inertia, it is true. That children seem at times to revert to the savage stage is also a discouraging fact, but development of character and of personality and of thinking require slow progress; and one learns to be patient.

"This is the level of **real importance** for molding the next generation", said another. "This is where citizenship training is accomplished more than at the college level. This is where habits are formed, where critical thinking is developed, where character training takes place, and where idealism is instilled."

That we often fail, any college teacher can testify. We, too,often

> "Look at the end of work, contrast
> The petty done, the undone vast,
> This present of theirs with the
> hopeful past."

The task of helping children develop is a slow and often a painful process, though always a rewarding one. Perhaps the feeling of teacher on the lower level may best be summarized this way: in college classes we read Wordsworth's ode "On Intimations of Immortality from Recollections of Early Childhood." On the lower levels, each day with each changing class we **live** it.

Family Life Education at the Secondary Level

Caroline S. Kelso
Assistant Professor of Home Economics
Laboratory School, Indiana State Teachers College

Educators are agreed generally, that good schools are primarily concerned wtih helping individuals deal more effectively with the day to day problems which they encounter in all areas of living. Yet too many of today's schools continue to be concerned only with the "Three R's" and the so-called academic approach which consists of facts to be assimilated by the unwilling pupil and regurgitated in the form of number answers on objective tests. Teachers need to ask themselves, "Does this kind of education adequately equip an indi-

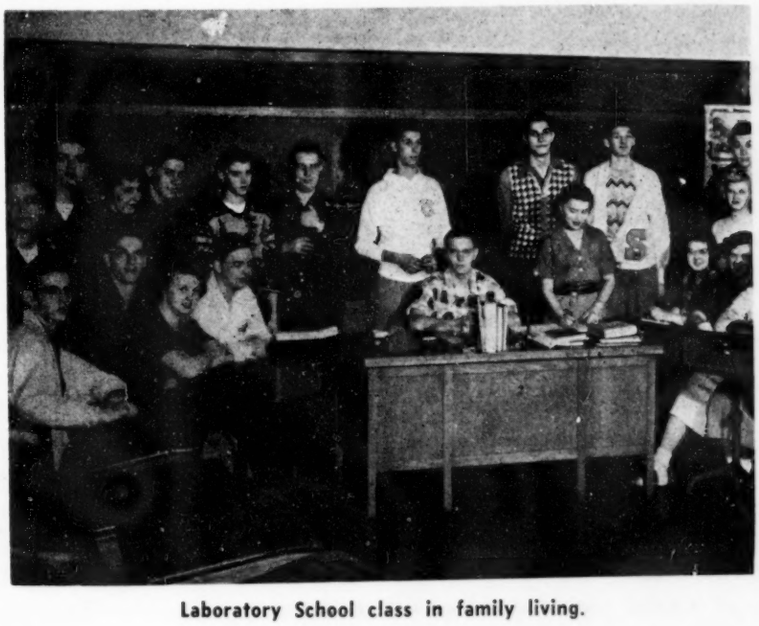
vidual for successful living in the complex world of today?"

In keeping with this larger educational purpose, the modern curriculum in homemaking has been transformed. The earlier limited offering of facts, skills and techniques has been submerged in the larger study of the home as a whole, in order to prepare young people more adequately for the responsibilities and activities involved in achieving family well-being. This development has been a long time in the making. In the early Journals of Home Economics we find little mention of these wider objectives for teaching home and family living. But as educators, sociologists and economists began to study our institutions more critically, and pointed to the disintegration of the family as a danger to the entire social structure, home economists became alert to their responsibilities in this area. They began to see that the best training in nutrition or textiles, in home management, child care, or in methods of health and hygiene, could not be put to use effectively in a home where human relations had broken down and where families were unable to live together in harmony. At this point, then, we find the study of the home and its relationships becoming a conscious part of our program. As early as 1920 there was a course given in New York for persons trained in Home Economics, the aim of which was to acquaint them with living conditions and the various methods social agencies used in trying to raise home standards and prevent personal and family breakdown. From this time on we find such aims being mentioned more and more frequently until they have become a regular part of all homemaking courses.

What were some of the special economic and industrial factors that so strongly influenced the family as an institution and necessitated this development in our educational thinking? We need point to only a few: There has been a steady increase in the number of families living in urban or suburban homes as contrasted with former predominantly rural culture. An increase in the number of women employed outside of the home is evident. The lengthening span of life, rapid transportation, mass production, increased leisure, changed standards of living, the marketing system and the position of the consumer, scientific research, changes in moral and social codes, universal education—these are also factors. There are many others.

As these changes and developments in the social structure occurred, young people found themselves facing problems which they had not seen their parents face, and which they were therefore ill-equipped to meet. Hence, it has become the task of education to provide what the older generation of parents cannot provide: a more complete and objective understanding of our changing society, and techniques for meeting the course in family living must therefore be a part of every good curriculum in forward looking schools. Such a course should be concerned with a study of the family as a whole and of the relationships of its members to one another, to the community, and to society in general. The family as a unit should be considered from two standpoints; first, as it influences personal development; and second, in its broader social aspects. The first has to do with helping the pupil in his individual adjustment to his own family, as a child, as an adolescent, as an adult, and, if he marries, helping him to function wholesomely and happily in his own marriage and parenthood. The broader social aspects include an understanding of the ways in which changes are taking place in marriage and the family today; the significance of the family in society; the functions it continues to perform; the ways in which these functions can be furthered; and the difficulties which may arise in connection with them.

In presenting such a course, the homemaking teacher in the secondary school has a wide scope and an unusually rich opportunity for helping the student to achieve more successful living. As Havinghurst has pointed out: one of the major developmental tasks of adolescence is "preparing for marriage and family life." The adolescent is acutely aware of this task and his awareness is a powerful motivating factor for learning. Adolescent boys and girls are greatly concerned about their very intimate problems of boy-girl relationships, parent relationships, sister and brother relationships, and their own personal sex problems. Very few social agencies are even attempting to educate and counsel young people for this important area of life. And unfortunately although great advances have been made in Family Life Education in our American schools, these same schools may also be charged with failure to provide for most of their students a realistic education for marriage, sex adjustment, homemaking and parenthood. A United



Laboratory School class in family living.

States Office of Education pamphlet entitled "Life Adjustment Education for Every Youth" says, "The surface has hardly been scratched. The opportunities now offered reach too few students and are too often non-functional, either because the courses are not based on a real understanding of student needs or because the teaching is academic."[1]

Genuine education results in improved behavior. Behavior is not changed by a rote memorization of facts. There must be intelligent participation in the constructive activities of living. Herbert Spencer has called this "complete living." To offer this kind of education is indeed a challenge to the teacher in the present day school curriculum. In this task the young inexperienced teacher especially feels an urgent need for good materials and techniques to help her conduct a course in Family Life Education. But once she begins to see the importance and appeal of her subject matter, whether on the elementary, secondary, college, or adult level, she will find that the means availale to her are inexhaustible.

In preparing her course she must first of all have her aims and objectives clearly in mind. While there are many purposes in Family Life Education which might be listed we can classify them roughly under three basic areas: (1) Harmonious family relationships; (2) Intelligent sex adjustment; (3) Efficient home management. In brief summary we might say: to do better in the family, the desirable things we are going to do anyway.

Secondly, she needs to recognize that real learning will occur most readily in those areas where the student feels his need and desire. The teacher needs to have confidence in the student's ability to recognize his own problems and to think through them honestly and objectively when given the opportunity to weigh both sides of a question. Moreover, it must be recognized that such questions as Should teen-agers smoke—dring—neck? How much money should you spend on dates? Marriage and/or career? Should the girls assume any responsibility on the spending of money? How long should a courtship be? and many many others, will be answered, in the last analysis, by each person for himself. For this reason a free interchange of ideas in class discussion needs to be encouraged. This self-expression gives the student confidence in himself and prepares him to meet his problems in later life with the some kind of honest objectivity and thoughtfulness that he experienced in the class. In such discussions the expression of student opinion is far more important than the teacher's opinion which need seldom be given unless requested by the students. The teacher should be only a resource person to supply factual information when it is needed, to suggest relevant reading materials when research seems necessary, and to see that the discussions proceed in a rational rather than in an emotional manner. Many times the anonymous question box is a good method of getting to important discussion topics that otherwise would not be suggested. Sometimes dividing the class into small groups lends an informality that encourages participation by more retiring members of the class and allows each to contribute more frequently. These smaller groups also work well as research or study teams whenever the class needs additional information on a topic. The results of such study can later be presented to the class in the form of a panel discussion or debate. Or these same groups can formulate check lists on such subjects as Personality Rating, Are You a Mature Person? or How Should I Divide My Time—My Money?

Thirdly, part of the teacher's job is to provide a background of ideas and information that will assist him in making decisions; but she will do this by providing the right kind of experiences and activities. One excellent method is to give him an opportunity to identify himself with characters in good literature—a short story perhaps, a case history, or a good television program. There are many new educational films on family life that are also suitable for this purpose. After this identification it is valuable for the group to analyze the personalities and their family relationships. A class dramatization of a particular family situation will also prove stimulating, providing the class personnel is such that this method can be used. Especially in the study of parent-child relationships it can be very enlightening for a young person to play the role of a parent or act out his own frustrations in a given situation.

Field trips are another practical method of widening horizons. We are particularly fortunate that we have an excellent nursery school available for observation. We do this observation either as a group or individually. It culminates our study of child care. Seniors in high school are looking forward to parenthood; and child-training is very important to them. Many times students will say, "I wish my parents could see this." Through this observation students are better able to see that their own early training and home background has to a large extent made them the kind of persons they are. These future parents obtain a better understanding of what a well-adjusted child is and of their own role as parents.

If time permits and outside speakers are available this is another excellent resource. A mother demonstrating child care, a doctor, a lawyer to talk on wills, an insurance or finance specialist, a clergyman, a director of a social agency —these are some of the important people who may contribute valuable information.

Following is a brief summary of some of the methods which may be used to enrich the teaching of a class in Family Living.

Self-expression and analysis can be encouraged by:

1. Group work—the class may divide into groups and choose its own leaders for study and work projects or developing check lists;

2. Discussion, especially on issues where formulation of opinion is important;

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[1]Life Adjustment Education for Every Youth, p. 70. Washington: U. S. Office of Education, undated.

3. Debate on two-sided issues.

Family relationships can be analyzed by:

1. Case study—a report of an actual case can be read by teacher or student, followed by discussion of various relationships revealed;
2. Analysis of family relationships shown in good literature or modern T.V. or movie situations;
3. Viewing of educational moving pictures showing typical family life;
4. Class dramatization or role-playing in family situations;

Additional information can be presented by:

1. Book reports and oral reports on assigned subjects;
2. Using outside speakers;
3. Field trips to various kind of stores, health centers, clinics, nursery schools or welfare agencies;
4. Enlisting the aid of community groups such as the Y.W. and Y.M.C.A., Red Cross, Boy's Club, Girl's Club, Scouts etc.

The interested teacher will find support from many sources in her efforts to offer a program that is functional in the lives of boys and girls and which not only emphasizes a satisfying family life but which is also concerned with the obligations and responsibilities of each member of the family as he relates himself to the group and to the community.

The Special Class for Physically Handicapped Children at the Laboratory School

Dewey J. Moore
Instructor in Special Education
Laboratory School, Indiana State Teachers College

Somewhere in the shameful past man thought that physically deviate children were created to be killed or exploited. Primitive societies quickly eliminated those members who could not aid in their hard struggle for survival. Many years later in history every court had crippled and grotesque human beings to bring about royal laughter. At other times the physically disabled have been considered to be possessed of evil spirits. They have been confined to their own darkened rooms, and shunned by a fearful or calloused population.

Of course the physically handicapped children are no longer thought of as useless, unwanted members of society. In fact, during recent years, their right to the opportunity of working for an education has been recognized. These children are generally unable to take advantage of their educational opportunity unless special provision is made for their physical and mental variations.

No single description can possibly depict all crippled children. Some of the children may be able to use their hands without difficulty but be unable to walk. Some may walk but use of their arms may be painfully slow. Still others may have no apparent physical limitation, only to be the victim of a defective heart or the spasmodic ravages of epilepsy. Their ability to talk may range from complete voicelessness to a high rate of speech; their intelligence ranks from very low to extremely high; they may be educationally slow, average, or advanced. In other words, physically handicapped children, as a group, are much like any other group of children. However, there are great individual differences within the group. For example, the perceptive processes of a cerebral palsied child are sometimes thought to be very much unlike those found in the majority of children. It is an accepted fact that many physically handicapped children have very special problems in getting an education, and that special educational procedures usually best meet their unique requirements.

In 1950 a special class for physically handicapped children was started at the Laboratory School in order to help a limited number of crippled children in the Terre Haute, Vigo County, Indiana, area. The class has continued to serve the needs of these children throughout the years, and in addition, has functioned as an integral part of the teacher training program of the college. College students who are majoring in special education have the opportunity of working with crippled children in a realistic special class setting.

Since the special class is a part of the special education division at Indiana State Teachers College, all of the children who are referred for admisssion to the class are examined by special education clinic staff members before they are admitted to the class. When a parent, school official, welfare worker, school nurse or physician, has knowledge of a child who needs to attend the special class because of a physical disability, they notify the director of the special education clinic. Arrangements are made with the parents for the child to be given a psychological examination. The evaluation of the child's characteristics is usually quite comprehensive. Individual tests of ability to learn, social maturation, school achievement, hearing, speech, and vision are included. A study of the child's emotional growth is made. The personal history and physical record receive proper evaluation before special placement is considered. The welfare of the child and his ultimate value to society are the criteria upon which the final placement decision is based.

Because of their physical handicaps, many of the children who are enrolled in the special class would be unable to attend if transporation were not furnished. At present there are four taxicabs transporting the children to and from school. This cost of transportation, and the cost of educating crippled children, which is an excess of educating other children, is borne by the entire

state of Indiana and not just the local school district.

The children arrive at the school at 9:30 A.M. Their school day is somewhat shorter than the regular school day since they leave for home at 2:30 in the afternoon.

The curriculum of the special class is almost the same as that of any classroom, but there are some very important differences. Since twelve pupils is the average number enrolled in the class, and since their ages usually range from six to fifteen, the entire program must be extremely flexible and varied. Most, but not all, of the curriculum is highly individualized. These children, like all children, prefer to do some things cooperatively but at their own rate and level.

About half of the children are eight years of age or younger. They especially need an extended period of learning readiness. Many of these younger boys and girls have spent a large part of their lives in hospitals or at home in bed, and have missed the normal experiences of life encountered by the non-handicapped children. They need specific instruction and concrete experiences to broaden their knowledge of the world.

The older boys and girls in the group are concerned with the same problems confronting their non-handcapped friends. Of course, for the handicapped boy or girl, their problems are modified and colored by the physical handicap they happen to possess.

All of the children receive comprehensive instruction in the basic tool subjects along with all of the other important subjects. Regular music and art periods occupy their proper place in the curriculum. Craft work is a part of the total program but it is not unduly emphasized.

These children require the use of special educational devices and teaching methods to help them modify their specific handicaps or to learn even with the handicap. Many of the children need specially designed desks and tables. Writing instruments and books are redesigned to make them more useful. New materials, devices, and methods are constantly being invented to meet immediate and unforseen circumstances.

The services of the special education clinic staff are available to the children in the special class as they are to all children in the Laboratory School. Over half of the children in the class receive daily speech and hearing therapy; some receive psychotherapy; and one third of the pupils have daily treatment by a physical therapist. The services of a remedial reading teacher are constantly available for those who need help with their reading problems.

All members of the class are under the medical supervision of their family physician. He authorizes their admission to the class and prescribes for their care and treatment while at school. His recommendations as to the child's exercise, rest periods and physical therapy sessions are carefully followed by the members of the school staff.

Physically handicapped children are receiving their rightful opportunity to learn at the Laboratory School. The proper educational environment has been provided for them. Parents, school personnel, members of the medical profession, and many social agencies are working to make Terre Haute and Vigo County's crippled children happier, more useful citizens.

The Junior High Music Box

Martha Pearman
Assistant Professor in Music
Laboratory School, Indiana State Teachers College

Ralph G. Miller
Assistant Professor in Music
Laboratory School, Indiana State Teachers College

"To live in this kind of world calls for knowing a great many things. . . for good or bad, we are knit into a close bundle of life."*

———

*Gallagher, "Education, Youth, and American Culture" page 355.

And so we are, as music teachers, responsible for teaching this wiggling, punching, childish-adultish group of junior high people a great many things—among these music.

Here they are—the extremist slice of childhood—live, sizzling transform-

Junior high school pupils participate in a "music listening" activity.

ers to adulthood—tall, short, fat, thin, introvert, extrovert, at the height of atomic energy. Our job: to reveal the individual to himself as a growing person with his own special talents plus developing basic ethical standards of cooperation, tolerance, fairness, belongingness, self-confidence. We must switch this tremendous enthusiasm into acceptable channels.

These unpredictable, interesting people are so different from each other, and consequently, make up different classes which certainly cannot be "typed".

Our general music class required in junior high school (seventh and eighth grades) is now fifty-five minutes long and meets two or three times a week. What shall we include in this junior high "music box"? First, we must keep the boys and girls (especially the boys) singing. How simple that sounds; but what a wealth of challenge it carries! Here sit, fuzzy baritones, boy sopranos, girl-voices, all in chameleonic condition. Some **love** to sing **all** the time; others will not open their mouths. Why should they when squeaks and roars come out? Consequently, we must sing for them, put tones in their mouths, transpose music, encourage them, calm the overboisterous, but keep them singing in the best musical manner of which they are capable. What a thrill it is to see (out of the corner of the eye) a potential trouble-maker and the anti-singer **singing.** Shall we sing in unison or parts? That depends entirely upon the class, and classes are not alike. Certainly the threads of theory and mechanics of music should run through our "music box".

The second theme from our junior high "music box" is listening to music realistically. We must remember this is the last chance at developing a musical background; this is the last required course in the average student's school life. Let's integrate music with social studies, English, art, and explore the origin of our songs and music. For this, the writers have created a workbook, **Music from Across the Seas,** tracing the European lineage of music; this is to be followed by **Music from America the Beautiful.** With these guides, constructive activities can make study and listening more objective to these very objective people. Reward: the same problem anti-singer listening, trance-like, to the "Sorcerer's Apprentice", and four other slow learners coming in an extra period to hear the entire first movement of Beethoven's "Fifth". "Live" concerts, guided T.V. and radio programs, Keyboard Jr. Magazine, interesting music films, and supplementary books add greatly to our second "tune".

Student conductor directs the junior high school instrumental group.

Our third "music box" piece is entirely instrumental. We must give those who wish an opportunity to explore and play instruments. There has never been a class that failed to enjoy a demonstration of instruments; they sit entranced with the different types of instruments and ask the most interesting questions. During one demonstration of a bassoon, a boy suddenly asked, "Would you say that weighed about the same as a bag of pelts"? And no one thought the question odd except the teachers.

For those who want to learn to play a musical instrument after this demonstration and exploration period, the question is asked individually, "Which instrument would you like to learn to play"? Most students have an answer, and the request should be respected. Too many instruments have been "shelved" because of **teacher choice** for organization balance. To supplement the unison playing in this beginning class, some of the more talented students learn fundamental conducting, and occasionally, conduct the class as it rehearses the numbers.

The last tune from our junior high "music box" we make up ourselves. Through committees, we create plays for ourselves and others, write stories and draw sketches for ourselves about the music we hear, make up rhythms and auto-harp accompaniments to our songs, write our own songs, and create interesting bulletin boards.

Each day is a creative day for the junior high general music class. It will be necessary to add hundreds of tunes to our "music box" to keep this class alive, interesting, and flexible. The solid foundation upon which all junior high students need to stand is firm guidance.

The accompanying pictures show typical junior high music classes in The Laboratory School. One class is rehearsing from an elementary method book conducted by a member of the class; the other class in general music is sketching impressions while listening to a recording of "Skyscrapers", by John Alden Carpenter.

Come With Us to the Library

Mary Helen Price
Associate Professor of Elementary Education
Laboratory School, Indiana State Teachers College
Elizabeth Weller
Laboratory School Librarian
Laboratory School, Indiana State Teachers College

Every fall young children enter school eager to know more about the experiences they have heard older children discuss. Many of the experiences have to do with using books in the room, in the library and in selecting books to take home. Young children have seen library books used by their brothers and sisters and they want to be big enough "to take library books."

Children are introduced to books of all kinds in their home room. Here the room teacher helps them understand what "going to the library" means; she builds an interest in books by showing new books to the children, by reading many stories to them and by interpreting pictures and vocabulary as she reads.

In our school, children go in a group to the library for a half-hour once a week and at other times individuals or small groups of two or three are welcome. The group is greeted by the librarian and taken to a special place which has comfortable chairs, the right size. She helps the children understand their responsibilities and their privileges in using the library. Here it is that the children put into practice some of their first lessons in citizenship. They learn to think of others, to care for public property, to develop independent thinking and to use their best judgment.

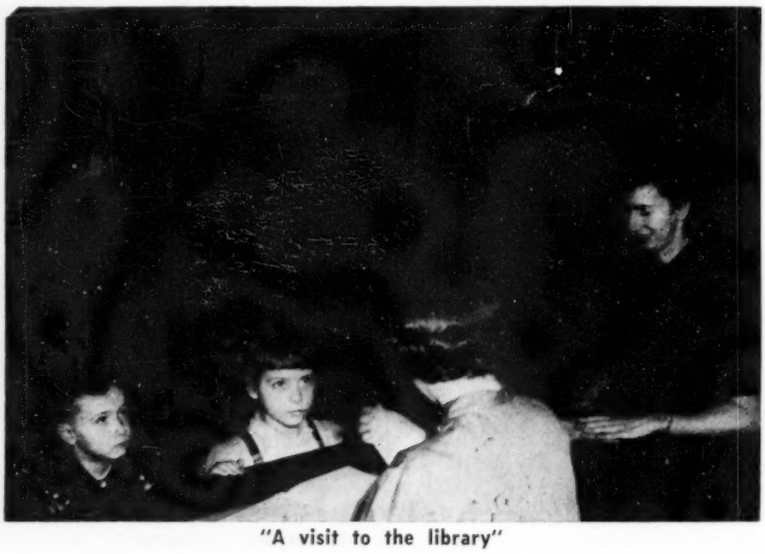
On a large table, the librarian has placed books which are about subjects in which young children are interested. All the books are colorful and attractive in appearance and all have meaningful illustrations. The children are invited to look at these books, then choose one to take home. Some of the children choose a book quickly while others are more deliberate and thorough in their inspection and so take longer in making a choice. One day Paul looked over all the books two or three times and then said, "I want the book about Dinah Shores." When the librarian explained that she didn't have a book about Dinah Shore, Paul said, "It is the book Timmy had last week." That book happened to be **Dinny and Danny,** two dinosaurs. After the books are chosen, the children take them to the desk to be checked out and then they return to their chairs to share books with each other. Often questions are asked about the names of books or about illustrations. When all the children have books, these are placed under the chairs and the librarian introduces a new book with a story in it that is appealing and interesting. As she reads the story, the book is held so that all can see the illustrations which help interpret the meaning of the story. The children show their appreciation of the story by clapping and by talking about it when the story is finished.

Frequently, a story is told to the children by a member of the Speech Class 165 from the College. The children are most attentive when listening to a story-teller. After the story, appreciation is shown by clapping and by asking the story-teller to come again with another story. This experience is valuable to both children and story-teller. Many times this is the only experience the story- teller has had in working with children.

A shared experience with books has an advantage over the individual experience, as it offers a common basis for discussion. The children listen and follow the interpretation of the speaker. They respond to the story which provides for them vicarious experiences. The stories bring fun, fancy, fact, wonder and enchantment to the group.

Library day is a day of great joy for six-year olds and is anticipated from day to day. As many vacations come on Friday and Friday was library day for a group of six-year olds, one first grader remarked, "I hope we have no more vacations on Friday. I want to go to the library."

"Books are keys to wisdom's treasure;
Books are gates to lands of pleasure;
Books are paths that upward lead;
Books are friends, Come, let us read."
Emilie Paulsson



"A visit to the library"

These books are favorites of our six-year olds:

Beatty, Hetty. **Little wild horse.** Houghton, 1949.
Brown, Margaret. **The little farmer,** Scott, 1949.
Bishop, Claire. **The five Chinese brothers.** Coward-McCann, 1938.
Burton, Virginia. **The little house.** Houghton, 1942.
McClosky, Robert. **Blueberries for Sal.** Viking, 1948.
Sauer, Julia. **Mike's house.** Viking, 1954.
Ward, Lynn. **The biggest bear.** Houghton, 1952.

A Report on Health and Safety Education in The Laboratory School

Stanley Smith
Instructor in Physical Education and Health
Laboratory School, Indiana State Teachers College

Health and safety education is considered one of the most important objectives of the Laboratory School. Each year the principal, the dean, and the health and safety committee review the total program and attempt to improve the school's service to the students.

The program in the Laboratory School is composed of (1) health instruction, (2) safety instruction, (3) health services, and (4) physical education, intramural activities, interschool athletics and playdays.

(1) Health instruction commences at the kindergarten level, where children are encouraged to cultivate good health habits and to develop proper attitudes toward health. As the child progresses through school, his experiences in health education are broadened and intensified. Through science courses and related subjects the pupil gains in his knowledge of physiology and health. An understanding of the importance of good nutrition, community sanitation, sufficient rest, dental and medical care, personal cleanliness, and many other health factors are integrated in the total experiences of the pupil.

At the senior level a comprehensive course in health and safety is offered. All graduating seniors must have credit in this course. A unit of the work is on first aid using the methods and techniques recommended by the American Red Cross.

(2) Safety education is stressed at all levels in the Laboratory School. The importance of safety at home, at school, at work, and at play is emphasized to the pupils.

Through active participation in the school safety patrol, the children have an opportunity to learn by doing, and to make an important contribution to the safety of all students in the school. Bulletin displays, slides, motion pictures, classroom projects and discussions are all utilized as aids in teaching the child to live safely.

In the shops and gymnasiums, the safety of the pupil is of first consideration. The development of proper attitudes toward the safety of himself and others is considered a primary objective in these areas of his education.

Fire drills are conducted at intervals throughout the year, and these drills are utilized as opportunities to stress the importance of calmness and orderliness in periods of emergencies. Recently, the Laboratory School has inaugurated air-raid drills into its safety program. State-wide attention has been focused on the school as a result of this farsightedness of this part of its program.

Last year the Indiana High School Athletic Association requested all member schools to cooperate with the Governor's safety program by requesting patrons at the basketball games to drive safely when going home. The Hi-Y Club of the Laboratory School sponsored a safety slogan contest. The best slogans were read at the games and winners were given awards. A report of this was sent to the Indiana High School Athletic Association, and this year a similar program is being conducted on a state-wide basis.

(3) The college physician and nurse work closely with the school in helping to maintain a high level of health among students. Physical examinations are given to a large number of pupils each year, and those needing special attention are referred to their family physician.

Vision screening tests are given to all students in the school each year. Referral notices are sent to the parents of those needing further tests by eye specialists. Homeroom counselors and elementary teachers have this information available to them through student's records.

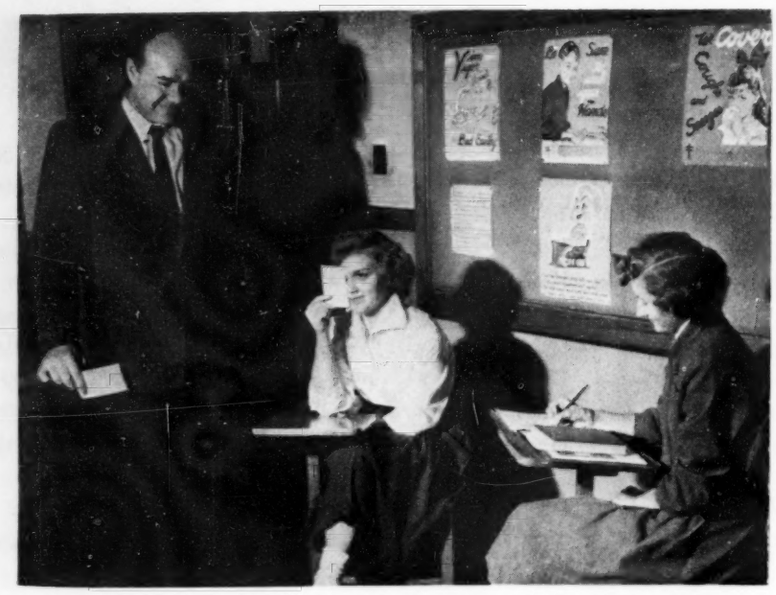
Superficial dental examination are also conducted by the school. Any pupil needing the attention of a dentist is given a notice to take home to his parents. The parents are requested to inform homeroom teachers of the action they have taken or intend to take concerning the child's dental health. This information is added to the child's school records.

Tuberculin tests are given to the pupils each year. Pupils taking this test must have written permission from their parents. Any pupil having a positive reaction is given an X-ray by the mobile unit when it is on campus. In order to get a high percentage of the student body to participate, an educational program concerning the importance of early discovery and treatment of tuberculosis is conducted immediately preceding the tests.

Hearing and speech screening tests are given to all students each year by the special education clinic, and all students needing attention are scheduled for further work with the clinic on an individual basis. Pupils having psychological problems are also referred to the clinic and individual help and guidance are given. The clinic makes available to the faculty case studies of pupils needing special attention which enables the teachers to better understand the emotional adjustment problems of the pupils.

(4) Every student in the Laboratory School has an opportunity to participate, either on an elective or a required basis, in organized activities of the physical education departments.

The physical education program commences at the elementary level and continues for the pupil as he advances into the upper grades.



Vision screening tests being administered to high school student.

The aim of the total program in physical education is to provide activities that will contribute to the physical, mental, and social development of the individual. The needs of the children at each stage of their growth is the basis on which the activities are selected.

Showering after a period of activity is required of students. Pupils are assigned lockers and are expected to provide themselves with towels and suitable gym clothes. Records of height and weight are kept on all individuals.

An interschool athletic program in basketball and baseball is provided for the high school boys. The girls participate in playdays on an interschool basis. The high school girls also participate in interschool tennis matches.

An intramural program for both boys and girls is offered at the Junior and Senior High School levels.

Through health instruction, safety instruction, health services, and physical education activities, the laboratory school pupils receive a broader education and are better qualified to make a greater contribution to society.

Guidance in the Laboratory School

Anne Carle,
Instructor in Elementary Education,
Laboratory School, Indiana State Teachers College

Robert Hollar,
Assistant Professor of Physical Education for Men,
Laboratory School, Indiana State Teachers College

Frances Williams,
Assistant Professor of English,
Laboratory School, Indiana State Teachers College

Guidance in the Laboratory School cannot be separated from the other school activities but is thought of as an interwoven part of the entire school program. The objective of the program is to help the student help himself. In accomplishing this objective it is the desire of those members of the staff with administrative responsibilities to supplement the activities of the teaching staff in helping the student to live most and serve best both now and in the future. The program is constantly under reorganization and revision with the thought in mind that all students will be taught to live democratically with satisfaction to themselves and with profit to society as home members, workers, and citizens.

Although it is difficult to write operating procedures for a changing guidance program, the following includes duties of the personnel charged with specific administrative responsibility. All members of the staff, however, are considered to be a part of the guidance program.

Generally speaking the following responsibilities are designated to individual staff members and faculty committees.

PRINCIPAL:

1. Is responsible for the over-all guidance program.
2. Approves and works with the dean and guidance committee in formulating plans.

DEAN:

1. In close cooperation with the principal is chiefly responsible for administering the guidance program.
2. Serves as chief counselor for students in areas not covered adequately in the homeroom.

GUIDANCE COMMITTEE:

1. Studies the homeroom program; makes evaluations and recommendations for its improvement.

HOMEROOM COUNSELOR:

1. Assists in formulating the plans of the guidance committee and sees that these plans are carried out.

CLASSROOM TEACHER:

1. Through close contact in the classroom recognizes the need for observing, understanding, and planning for the total child—educational, physical, emotional, and social development.

CLUB SPONSOR:

1. Provides extra-class activities which will enable the child to grow both personally and socially.

HEALTH

From nursery school through senior high school emphasis is placed on habits conducive to good health. This involves health instruction, immunization from certain diseases, safe working condi-

tions in shops and other special classrooms, a sanitary building, physical examinations, adequate health records, and professional advice and services of the school nurse and physician.

Early in the school year examinations of height, weight, posture, teeth, hearing, and vision are given to all pupils. Some of these examinations are repeated periodically during the year. Records of these examinations are helpful in the guidance and instruction of pupils. In addition, pupils are referred to their family physician when physical examinations show a need for medical attention. When it is thought necessary and advisable, dental services and glasses are furnished by several organizations in the community.

TESTING

The testing program of the Laboratory School is under the supervision of the principal and faculty testing committee. Mental ability tests are given to pupils in grades four, seven, and ten during the first two weeks of school. Later in the year, mental ability tests are given to pupils in the first grade. Pupils who are new to the Laboratory School in grades two, three, five, and six are also given mental ability tests during the first two weeks of school.

Personality tests and the Kuder Preference Record are given to the ninth grade students and the Kuder is again given to the twelfth grade students.

Achievement testing is done in grades two to eight just prior to the close of school in the spring. Pupils who are special problems are referred to the Speccial Education Clinic and the director decides which tests will be appropiate. In addition to the tests mentioned, teachers are encouraged to use such other standardized tests as seem desirable. Wide use is made of the General Aptitude Test Battery and the state scholarship testing program.

All tests, anecdotal records, and case study materials are dated and signed, and then are filed in the students' cumulative folders for future study.

SPECIAL EDUCATION CLINIC

The Special Education Clinic gives professional assistance with exceptional children. Soon after school opens in the fall all children are given screening tests of hearing, vision, and speech. The results are studied and those children needing speech correction or hearing therapy are given special help at the clinic throughout the year.

There are other problems of children with which the clinic staff assists. Problems concerning general ability to learn may be referred to the clinic where psychological evaluation and recommendations are made. Assistance is given with administration and interpretation of mental ability tests to groups if it is needed.

Complete case studies of the most severe personality or emotional problems are made and therapy especially suitable for children is provided.

GUIDANCE IN THE ELEMENTARY SCHOOL

Guidance in the elementary grades usually begins before the children enter school. There is an advantage in suggesting that these boys and girls be given a physical examination several months in advance of the opening of school in order that physical defects may be corrected. It is during this procedure that parent responsibility, one of the important aspects of guidance, is introduced and emphasized. This is the beginning of favorable relationships between parents and school. The teacher, who is an important part of the guidance program, is aware at all times of any possible techniques that may prove effective.

Pupils who are entering school for the first time must make a good beginning. The teacher does realize that each individual brings his own manner for living that must be respected. Much is done to establish good relationships by being friendly, enthusiastic, and willing to do everything possible to induce the most retiring to the best of his ability.

The registration blanks that are filled out by parents for each child enrolled form the basis for individual cumulative folders. In addition there are test results, case studies, clinic reports for special help cases, excuses for absences, health reports, notes on parent conferences, and in some instances pupil evaluations as the pupil moves from each level to the next. A new summary sheet that summarizes for the first six years the test results, and anecdotal reports on outstanding characteristics and achievements, special problems, health, and behavior for individual pupils is studied by each teacher. This information is valuable in planning for assistance with special problems and for developing teaching methods. It is important that this available material assists the junior and senior high school teachers in their conseling.

The challenge for the teacher of each level is to counsel those who make adjustments with proper attitudes very easily and in the same group to consel those who find it difficult to adjust. In both of these instances the challenge is furthered by counseling the parents in order that the best possible relationships are established for good pupil growth.

In order to accomplish this task the room teacher arranges and works with groups that may be small and flexible. The physical environment of the room is planned to meet the needs of individuals and groups. Activities, natural and directed, are carried on because they have value in building desirable attitudes and responsibilities related to the room, the school, and on to the home and the community.

GROUP GUIDANCE—GRADES 7 - 12

The heart of the guidance program in the Laboratory School is the homeroom. In the junior and senior high school, homeroom organizations and club activities, as set up, provide excellent opportunities for both individual and group conseling.

Since homeroom enrollments are small, it is easy for the homeroom counselor to know each member of the group through the cumulative records provided by the elementary teachers. Activities of the homerooms vary, since the program is flexible so that each group may plan its years work to fit the needs and meet the interests of the majority. At all grade levels, there is, in the homeroom, emphasis upon orien-

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tation for the new students so that early they can have a feeling of belonging to the homeroom and to the school. Through the use of a handbook which all students receive when they register, they may become familiar with school regulations, activities, school song, school creed, etc. In the seventh grade this orientation is the major emphasis in homeroom for the first semester; in other secondary grades, it may be more or less an individual or small-group activity for incoming students.

Other topics which have proved interesting and helpful in homeroom group guidance include health; sportsmanship; conduct; personal and social problems; boy-girl relations; discriminating taste in art, music, radio, television, movies; curriculm planning, scholarship; and many others. The method of approach to topics varies with groups and by semesters. At one time following a convocation when a guest speaker stressed the dignity of work and the importance of everyone's doing his best, all homerooms organized discussions as a follow up. Questions, listed by students, which seemed to receive the most attention were:

1. Why is it important for pupils to be successful in school studies?

2. Why might one pupil's grades vary in different classes from A to D?

3. What are suggestions or techniques for achieving success in classroom subjects?

Discussions were lively and at all levels students reached some valuable conclusions.

At another time girls from grades 7-8, 9-10, and 11-12 submitted questions on social etiquette to a general committee which collected and organized them for panel discussions. Panel members included girls from the homeroom groups plus faculty members. Since the questions were entirely of the girls' choice and writing, not only did the panel members speak freely but girls in the audience also expressed themselves.

Examples:

1. How do I introduce my parents to my teachers? (7-8)

2. What can I do to have many friends? (7-8)

3. What should one do when someone says unkind things about your good friend? (11-12)

4. Is it a good idea to "go steady" while you are in high school? (11-12)

This year available at the homeroom period at definite dates throughout the year is a series of guidance films. The selection includes "Schol Activities and You", (shown the period before club selection); "School Spirit and Sportsmanship", (prior to the opening of the basketball season); "Developing Self-Reliance", "Developing Your Character"; along with others that stress vocational choices, personal hygiene, and safe driving. Attendance at these is entirely voluntary on the part of the homeroom groups, but through the introductions and follow-up remarks, sometimes by students and sometimes by teachers, they are proving effective in group guidance.

Other supplementary aids for homeroom discussions and individual counseling includes carefully chosen books and periodicals in the school library as well as books and publications in the dean's office. Life Adjustment Booklets, vocational literature, and college catalogs are popular choices among students.

Much guidance is also done through the activities of the clubs which include those of physical skills like G.A.A.; subject enrichment, science; and school and community service, Audio-Visual Aids, Red Cross, Hi-Y, Y-Teens, and student Council; and others.

CURRICULUM GUIDANCE

Every student in grades 9-12 receives individual counseling in selecting the courses he will take in high school. In grades 11-12 all students are counseled by the dean of students in addition to the homeroom counselors concerning their educational planning in school and after graduation.

In grades 7-8 students take courses planned to fill their needs and because of that very little opportunity is given for other selections. When a student enters the ninth grade, it is necessary to begin selecting some of his courses. In order to make intelligent choices, the student needs to consider his future goals as they relate to his ability and to plan a program which will help him attain these goals.

Although only one year of high school is taken at a time it is highly desirable for the student to plan a tentative four-year program subject to change as the occasion may demand. In accomplishing this four-year program the homeroom counselor for grade eight sets aside a number of days in the spring when parents and child are invited to meet with the counselor to discuss these educational goals.

Approximately two weeks before the conference the student is given a brochure on "Planning a High School Program" which includes general information, requirements for graduation, and the tentative four-year program section. In this brochure definitions of units, majors, and minors plus suggested curricula, required courses and electives are given. By the time of the conference, parents and students read the brochure and understand the importance of planning this tentative four-year program.

The school has received an excellent response from the parents and it is felt that many benefits are derived from this meeting. Adequate time is alloted for complete discusion and interpretation of past performance and test results of the individual student. Most conferences are scheduled in the evening in order to accommodate parents who are employed during the day.

Laboratory School is constantly trying to improve its guidance program respecting the individual worth and personality of each pupil and, therefore, adjusting the program to the pupils' needs. Many of the services that are being done each day in the classroom as part of teaching are considered guidance services and along with the more formal type of services described herein the pupil finds it easier to solve problems as they occur. This, in turn, enables him to live with more satisfaction to himself, his school, his home, and the community.